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ABSTRACT

Procedures used in planning the leadership development seminar and other information intended to be of use to State and national council members and other educational planners are presented in this report of a leadership development seminar for advisory councils on vocational education. Major objectives of the seminar are stated and include (1) identification and organization of the most prominent problems, concerns, and needs of State advisory councils on vocational education; (2) identification and sharing with all councils of the more successful procedures and practices being followed by State councils; (3) discovery, development, and sharing of new approaches and procedures for State advisory councils through use of consultants and experts; (4) acquisition of new ideas, procedures, and processes by State advisory council members and staff through simulation and group interaction; (5) development of leadership skill and greater confidence in handling the responsibilities of council members and staff; and (6) improved operation and higher level of success by State advisory councils as one result of seminar participation. Contents include conference inventory instruments, key points to remember in planning seminars, correspondence of different State advisory council members, committee reports, summary of advisory council recommendations, and other council related information. The participant list is appended. (SH)

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V&TECC CONFERENCE PROCEEDINGS

Vocational and Technical Education Curriculum Center

Leadership Development Seminar for State and National Advisory Councils on Vocational Education

April 11-14, 1976

Rosslyn, Virginia

Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Division of Vocational Education
State Department of Education
Richmond, Virginia 23219

United States Office of Education
Room 5652 ROB # 3
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State Department of Education
Richmond, Virginia 23216

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FOREWARD

The National Leadership Development Seminar was designed to assist members of State and National Advisory Councils to strengthen their organization, operation and influence with respect to programs of vocational education. Utilizing a modified simulation approach, the Seminar permitted participants to examine roles, responsibilities and strategies for fulfilling their Legislated mandate for the initial establishment of advisory councils for vocational education.

Many planners, resource persons, consultants and speakers participated in the development, conduct and evaluation of the Seminar. Among these were leaders of State Advisory Councils and the National Advisory Council on Vocational Education, members of the faculty and graduate students from VPI&SU, representatives of the United States Office of Education and the Region Three Office of Education, leaders of State Departments of Education and local school administrative units, and consultants from other teacher education programs, business and industry. The Co-Directors of the Seminar are most grateful for the significant contribution these and numerous others who helped assure the success of this inservice education effort. They are especially grateful for the many hours of time, reflective thinking, ideas and stimulation provided by members of the Seminar Planning Committee. No planning committee could have been more challenging, committed and optimistic than this group of planners.

Finally, it is important to express appreciation for the support and cooperation of Congress and the USOE in making the grant supporting the Seminar available to the faculty in vocational education at VPI&SU. It is

the hope of this faculty that the long range outcome of the Seminar will be more effective vocational education for the citizens of each state through more effective and efficient advisory council operation.

Samuel D. Morgan

Dewey A. Adams

Co-Directors, National
Leadership Development
Seminar for Members of
State and National
Advisory Councils

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LEADERSHIP DEVELOPMENT SEMINAR

FOR

STATE AND NATIONAL ADVISORY COUNCILS ON VOCATIONAL EDUCATION

Pre-Conference

INVENTORY INSTRUMENT

Division of Vocational and Technical Education
College of Education
VPI&SU
Blacksburg, Virginia 24061

INSTRUCTIONS

The purpose of this study is to measure the meaning of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find different concepts to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair _X_ : ___ : ___ : ___ : ___ : ___ unfair, OR
fair ___ : ___ : ___ : ___ : ___ : _X_ unfair

If you feel the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong ___ : _X_ : ___ : ___ : ___ : ___ weak, OR
strong ___ : ___ : ___ : ___ : _X_ : ___ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral) then you should check as follows:

active ___ : ___ : _X_ : ___ : ___ : ___ passive, OR
active ___ : ___ : ___ : _X_ : ___ : ___ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

IMPORTANT:

(1) Place your check marks in the middle of spaces, not on the boundary:

___ : ___ : _X_ : ___X___ : ___
this not this

(2) Be sure you check every scale for every concept -- do not omit any.

(3) Never put more than one check-mark on a single scale.

Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items that we want. On the other hand, please do not be careless, because we want your true impressions.

PUBLIC'S KNOWLEDGE OF THE ROLE OF THE STATE ADVISORY COUNCIL

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	unimportant	___:___:___:___:___:___	important
4.	accurate	___:___:___:___:___:___	inaccurate
5.	incomplete	___:___:___:___:___:___	complete
6.	progressive	___:___:___:___:___:___	regressive
7.	clear	___:___:___:___:___:___	unclear
8.	harmful	___:___:___:___:___:___	helpful

EDUCATOR'S KNOWLEDGE OF THE ROLE OF THE STATE ADVISORY COUNCIL

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	unimportant	___:___:___:___:___:___	important
4.	accurate	___:___:___:___:___:___	inaccurate
5.	incomplete	___:___:___:___:___:___	complete
6.	progressive	___:___:___:___:___:___	regressive
7.	clear	___:___:___:___:___:___	unclear
8.	harmful	___:___:___:___:___:___	helpful

INTERNAL ORGANIZATION OF THE STATE ADVISORY COUNCIL

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	unimportant	___:___:___:___:___:___	important
4.	accurate	___:___:___:___:___:___	inaccurate
5.	incomplete	___:___:___:___:___:___	complete
6.	progressive	___:___:___:___:___:___	regressive
7.	clear	___:___:___:___:___:___	unclear
8.	harmful	___:___:___:___:___:___	helpful

THE USE MADE OF THE RECOMMENDATIONS OF THE STATE ADVISORY COUNCIL

1.	good	____:____:____:____:____:____	bad
2.	worthless	____:____:____:____:____:____	valuable
3.	fair	____:____:____:____:____:____	unfair
4.	fast	____:____:____:____:____:____	slow
5.	unsuccessful	____:____:____:____:____:____	successful
6.	progressive	____:____:____:____:____:____	regressive
7.	wise	____:____:____:____:____:____	foolish
8.	unimportant	____:____:____:____:____:____	important

UNDERSTANDING OF THE STATE ADVISORY COUNCIL BY OTHER STATE AGENCIES

1.	good	____:____:____:____:____:____	bad
2.	valuable	____:____:____:____:____:____	worthless
3.	fair	____:____:____:____:____:____	unfair
4.	fast	____:____:____:____:____:____	slow
5.	successful	____:____:____:____:____:____	unsuccessful
6.	progressive	____:____:____:____:____:____	regressive
7.	wise	____:____:____:____:____:____	foolish
8.	positive	____:____:____:____:____:____	negative

STATE ADVISORY COUNCIL'S INPUT INTO THE STATE PLAN FOR VOC. ED.

1.	bad	____:____:____:____:____:____	good
2.	valuable	____:____:____:____:____:____	worthless
3.	fair	____:____:____:____:____:____	unfair
4.	slow	____:____:____:____:____:____	fast
5.	successful	____:____:____:____:____:____	unsuccessful
6.	progressive	____:____:____:____:____:____	regressive
7.	wise	____:____:____:____:____:____	foolish
8.	insignificant	____:____:____:____:____:____	significant

STATE ADVISORY COUNCIL'S USE OF SELF-EVALUATION

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	fair	___:___:___:___:___:___	unfair
4.	slow	___:___:___:___:___:___	fast
5.	successful	___:___:___:___:___:___	unsuccessful
6.	regressive	___:___:___:___:___:___	progressive
7.	wise	___:___:___:___:___:___	foolish
8.	negative	___:___:___:___:___:___	positive

EFFECTIVENESS OF PUBLIC HEARINGS

1.	good	___:___:___:___:___:___	bad
2.	worthless	___:___:___:___:___:___	valuable
3.	fair	___:___:___:___:___:___	unfair
4.	fast	___:___:___:___:___:___	slow
5.	unsuccessful	___:___:___:___:___:___	successful
6.	progressive	___:___:___:___:___:___	regressive
7.	foolish	___:___:___:___:___:___	wise
8.	positive	___:___:___:___:___:___	negative

DEVELOPMENT OF ANNUAL REPORT OF THE STATE ADVISORY COUNCIL

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	difficult	___:___:___:___:___:___	easy
4.	fast	___:___:___:___:___:___	slow
5.	successful	___:___:___:___:___:___	unsuccessful
6.	regressive	___:___:___:___:___:___	progressive
7.	wise	___:___:___:___:___:___	foolish
8.	harmful	___:___:___:___:___:___	helpful

KEY POINTS TO REMEMBER BY SIMULATION LEADERS INVOLVED IN SEMINAR

Name _____ Group _____ Location _____

Your major responsibilities will be to oversee the activities of the group to which you are assigned, convene your group for its initial session, set the stage for activity, ask for the pre-evaluation, observe the four advisory council sessions and debrief the group after each session. Among the specific functions which you will carry out are the following:

1. Call the first session on Monday morning to order, introduce yourself, ask each person playing a role to introduce himself/herself, introduce the graduate student, introduce guests present, set the stage for the simulation to follow and call for the pre-conference evaluation which will be conducted by the graduate student. You also will call for the post-conference evaluation on Wednesday. After these introductory remarks, you should ask the chairperson (Burrows) to proceed.
2. Listen to and observe each of the council sessions of the group to which you are assigned. If one seems in order and by prior arranged signal from the simulated chairperson, you may bring in an interruption. These will be provided you by Samuel D. Morgan.
3. Debrief the group following each council session. Debriefing will consist of a review of the concerns considered, major recommendations for future advisory council consideration, highlighting of unique ideas discovered, emphasizing solutions and improvements discovered and relating the overall session to future advisory council work. More direction will be given you by Dewey A. Adams at the Sunday afternoon session.

4. Make sure all arrangements of the room by the graduate student are set for each session (fall, winter, spring and summer). See that sessions stay within time allocations (3 hours total for all activities in each session). Advise and give help when called upon by any member of the group.

5. Working with the simulated chairperson and graduate student, select the best and most outstanding participant in your group to receive one of the Academy Awards during the closing luncheon. Name of the person you select should be turned in to Dr. Morgan by 11:45 a.m. of the 14th of April.

6. Very briefly summarize and turn in to Shirley Gerken a debriefing statement (1/2 page of ideas and recommendations) which she can use in her debriefing report at the luncheon on Wednesday, April 14, 1976. These should reach Mrs. Gerken by 11:30 a.m. on the 14th.

7. Enjoy the seminar and give the directors a one-page summary of your perceptions and evaluations following the seminar. All of your expenses will be provided by the project.

KEY POINTS TO REMEMBER BY GRADUATE STUDENTS INVOLVED IN SEMINAR

Name_____Group_____Location_____

Your major responsibilities will be to serve as an assistant to one of the Simulation Groups and handle each of the following responsibilities for your group:

1. Review and arrange the room for your group just prior to each of its four sessions. The room should be arranged for seating in a circular or horseshoe setting with table seating for a maximum of 13 - 16 persons. Three to five extra chairs should be available to the side for you, the VPI faculty members, and/or guests who may come in.
2. Rearrange the seasonal scene for each of the four simulation sessions for your group. Scenes are to be simulated picture windows depicting fall, winter, spring and summer. Materials for the scenes will be provided you prior to the seminar by Samuel D. Morgan.
3. Conduct the Delphi research (survey) for your group at the beginning of each of the simulation sessions. (Oscarson and Hood will provide and collect materials for each survey.)
4. Give out the new office input items following the debriefing session for each of the simulations except the first one and the final one. The post-evaluation will take the place of office input items at the close of the final session. Office input materials for the first session will be in project folder. All materials are to be color coded for meetings.

5. Conduct the pre-evaluation and the post-evaluation for the seminar. Materials for this purpose are white color and will be provided to you. Completed materials should be turned over to Samuel D. Morgan.
6. Take a brief set of minutes for each simulation session and read these to the group at the beginning of each subsequent meeting.
7. Enjoy the seminar, observe the process, submit a one page evaluation (your feelings) at the conclusion of the total program and do other things which you believe will be helpful. All of your expenses will be provided by the project.

RATIONALE FOR THE SEMINAR

The Leadership Development Seminar for members of State and National Advisory Councils was based upon the following premises with respect to advisory council operation and leadership development:

1. State and National Advisory Councils on Vocational Education have been highly successful in directing the attention of leading citizens in America to accomplishments and needs of vocational education and challenging those responsible for vocational programs to expand and improve their efforts.
2. Members of State and National Advisory Councils need and desire inservice education with respect to understanding, accepting and fulfilling their roles as members and leaders in their respective council organizations.
3. An inservice education approach which assures confronting real problems of learning experience and intensify the interest of seminar participants.
4. A Seminar which allows and encourages active participation in planning, carrying out and evaluating all aspects of the program by those who are to be its recipients will more likely enhance the work of advisory committees on vocational education.
5. A modified simulation approach for the Seminar will enhance active participation, highlight real world problems and concerns, increase interest and improve the chances of use of the ideas and concepts generated through the program.

State and National Advisory Councils on Vocational Education have established during their very short history and enviable record of accomplishments. Among these accomplishments are:

1. Effective involvement of citizens through public hearings, conferences, council meetings and individual contacts;
2. Clearer understanding and better acceptance by policy leaders of vocational education as a top priority and critical aspect of public education at all levels;
3. More comprehensive and inclusive state plans for vocational education leading to opportunity for greater number of participants in occupational training;
4. Increased financial support and resource allocations for state and local programs of vocational education;
5. Greater general awareness of the potential of vocational education to solve many of the nation's most difficult economic and social problems;
6. Increased utilization of vocational education citizen advisory councils at state and local levels;
7. Increased public participation in evaluation and improvement of vocational and technical education in public schools, community colleges and senior colleges and universities; and
8. Increased data and planning information as one basis for state and local program assessment, replanning and promotion.

Given their enviable record of accomplishment, there are yet pressing concerns of council members, professional educators and state and national administrative and policy leaders. Some of these concerns are revealed by these questions:

1. How well do relevant publics understand and accept the role and operation of councils within each state?
2. How well do council members themselves understand role and prerogatives with respect to vocational education?

3. How well are state councils relating to relevant organizations and agencies and interfacing with the general public in the state?
4. To what extent have council recommendations been carried out and with what levels of success?
5. What are public expectations of advisory councils and how well are such expectations being met?
6. What representation currently exists among advisory council membership and how effective is such representation?
7. What staffing and management practices currently exist and what considerations are needed in the future?
8. How should advisory council members be involved in council activities and how well is this occuring?
9. What new endeavors are considered appropriate for state vocational education advisory councils and to what extent are such new endeavors being considered?

Each of these questions appear to point toward the need and desirability of greater leadership among members of State and National Advisory Councils on Vocational Education. Major focus of the Seminar was upon the development and/or improvement of leadership understanding and competence of those who participated.

Major Objectives of the Leadership Development Seminar

1. Identification and organization of the most prominent problems, concerns and needs of state advisory councils on vocational education;
2. Identification and sharing with all councils of the more successful procedures and practices being followed by state councils;
3. Discovery, development and sharing of new approaches and procedures for state advisory councils through use of consultants and experts;
4. Acquisition of new ideas, procedures and processes by state advisory council members and staff through simulation and group interaction;
5. Development of leadership skill and greater confidence in handling the responsibilities of council members and staff; and
6. Improved operation and higher level of success by state advisory councils as one result of Seminar participation.

PROCEDURES USED FOR THE SEMINAR

After the proposal to the USOE was funded, the Co-Directors of the project assembled a national planning committee for the seminar. A list of the Committee members is attached to this proceedings report. A site for the meeting was selected adjacent to the Washington, DC area and the first planning meeting was held. Minutes for each of the planning meetings are attached to this proceedings report.

In order to make the learning activities as meaningful for each participant as possible, simulation was selected as the vehicle for presenting the seminar. A survey of all State Executive Directors was made to identify real problems faced by each council. These problems were synthesized into four themes and simulation exercises were written around each problem area. In order to give greater reality to each of the four themes and simulation sessions, the Co-Directors and a Graduate Research Assistant visited several State Executive directors for the purpose of collecting ancedotal material that might give each problem greater realism. In no case was the source of the material mentioned or recorded to insure complete anonymity to the real life council.

A consultant, on simulation, was employed to assist the Co-Directors and selected VPI&SU faculty members develop the complete set of simulation materials.

An invitation to attend the seminar was mailed to the executive director of each state and/or territory council well in advance of the seminar date. Each participant was asked to return a preregistration form and room reservation form. Once the preregistration list had been determined, the participants were divided into six different simulated councils

for a mythical State of Buchannan. An effort was made to assign participants from the same state or territory to a different simulated council group. The purpose of this assignment technique was to facilitate and enhance participation in the role playing activities.

In the materials given to each group, hypothetical data and information was made available to help insure that they would deal with one or more situations that were based on real problems. Solutions were sought but the primary concern was to examine the process each group used in solving each problem. The hope was that each participant might find a useful process or technique that they might use in their respective state as they played a real life council member role.

LEADERSHIP DEVELOPMENT SEMINAR FOR STATE AND
NATIONAL ADVISORY COUNCILS ON VOCATIONAL EDUCATION

April 11-14, 1976
Ramada Rosslyn, Arlington, Virginia

Seminar Co-Directors:
Dr. Samuel D. Morgan
Dr. Dewey A. Adams

Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University

General Theme: Vocational Education Advisory Councils: Functions, Strategies and Results

About the Seminar

The National Leadership Development Seminar is designed to assist members of State and National Advisory Councils to strengthen their organization, operation and influence with respect to programs of vocational education. Utilizing a modified simulation approach, the Seminar will permit participants to examine roles, responsibilities and strategies for fulfilling the mandate set forth in the legislation for the initial establishment of Advisory Councils for Vocational Education. Resource persons, key speakers, in-basket situations and subsequent interactions will stress actual problems and concerns of Vocational Advisory Councils in America, enhancing application and utilization of ideas and solutions discovered during the Seminar.

Directed by the faculty in Vocational and Technical Education at Virginia Polytechnic Institute and State University and enhanced by the contribution of an expert planning committee and council leaders throughout America, the Seminar is made possible through an EPDA grant under the provisions of P.L. 90-576, Part F, Section 553.

Program

Sunday, April 11, 1976

Theme: The Council as a Catalyst for Vocational Education Renewal

2:00- 4:00	Meeting of Simulation Leaders, Chairpersons and Graduate Assistants
4:00- 7:00	Registration
6:00- 7:00	Social Hour
7:00- 9:30	Banquet and Opening Session Presiding: Dr. Calvin Dellefield, President San Francisco Community College Centers Welcome: Dr. Alfred F. Krebs, Vice President for Special Projects Virginia Polytechnic Institute and State University Speaker: Mr. Hugh Calkins, First Chairman, NACVE and Partner in Law Firm of Jones, Day, Reavis and Pogue, Cleveland, Ohio Welcome to Buchannan: Dr. Dewey A. Adams, Director Vocational and Technical Education, VPI&SU

Monday, April 12, 1976

Theme: Assessing the Effectiveness of the Council

8:30-11:30	Fall Meeting of the Buchannan Council Discussion and Debriefing Summary Office Input for Next Meeting
10:00-11:00	Coffee for Spouses
11:45- 1:45	Luncheon Panel: Building Relationships Between the Council and Community Agencies and Organizations Presiding: Dr. James L. Hoerner, Assistant Professor, VPI&SU Panel Moderator: Dr. Joseph E. Clary, Chairman Agricultural Education N.C. State University Panel Members: Mrs. Caroline Hughes, Member, NACVE and Homemaker Cushing, Oklahoma Mr. John J. Lancaster, Jr., Extension Agent for Community and Resource Development and Member of SACVE, Upper Marlboro, Maryland Mr. Robert Gahr, Jr., Associate Superintendent for Vocational Technical and Adult Education Orlando, Florida Mr. Preston Caruthers, Industrialist, Member NACVE and Virginia State Board of Education Arlington, Virginia
2:00- 5:00	Winter Meeting of the Buchannan Council Discussion and Debriefing Summary Office Input for Next Meeting

Tuesday, April 13, 1976

Theme: Communicating Effectively with Other Organizations and Agencies

8:30-11:30	Spring Meeting of the Buchannan Council Discussion and Debriefing Summary Office Input for Next Meeting
11:45- 1:15	Lunch On Your Own
1:30- 5:30	Educational Tour (optional)

Wednesday, April 14, 1976

Theme: Utilizing the Council's Full Potential

8:30-11:30	Summer Meeting of the Buchannan Council Discussion and Debriefing Summary Seminar Evaluation
11:45- 1:45	Luncheon: Recognitions, Reports and Looking Ahead Presiding: Dr. Samuel D. Morgan, Seminar Co-Director, VPI&SU

Academy Awards: Dr. Duane M. Nielsen, Chief of Vocational Education Personnel Development, USOE Washington, D.C.
Simulation Highlights: Dr. Charles I. Jones, Chairman Occupational, Adult and Safety Education, Marshall University, Huntington, West Virginia
Simulation Debriefing: Mrs. Shirley Gerken, Research Associate, VPI&SU
Delphi Report: Mr. Baxter Hood, EPDA Fellow, VPI&SU
Challenging Comments: Honorable Roamn C. Pucinski Former Congressman, Alderman and Member NACVE, Chicago, Illinois

Members of Planning Committee

Dr. Rufus W. Beamer
Executive Director
Virginia State Advisory Council on Vocational Education

Mr. Preston C. Caruthers
Member, Virginia State Board of Education
Member, National Advisory Council on Vocational Education

Dr. Joseph R. Clary
Head, Agricultural Education
North Carolina State University

Dr. Calvin Dellefield
President, San Francisco Community College Centers
San Francisco Community College District

Mr. William Bruce Howell
Executive Director
Florida State Advisory Council on Vocational Education

Dr. Walter K. Kerr
President, National Youth Foundation
President, Texas Industry Council for Career Education
Member, National Advisory Council on Vocational Education

Dr. Alred H. Krebs
Acting Vice President for Special Projects
Virginia Polytechnic Institute and State University

Dr. Daniel H. Lopez
Executive Director
New Mexico State Advisory Council on Vocational Education

Mr. George S. Orr, Jr.
Director, Division of Vocational Education
Virginia State Department of Education

Mr. Reginald Petty
Executive Director
National Advisory Council on Vocational Education

Mrs. Jean B. Purvis
Chairman, Pennsylvania State Advisory Council on Vocational Education

Mrs. Dorothy R. Robinson
Chairman, Texas State Advisory Council Vocational Education

REPORTS FROM SIMULATION GROUPS

Three types of reports were made by each simulation group along with evaluation comments by simulation leaders, chairpersons and graduate students. Summaries of these reports and comments are given under three headings.

Summary of Activities

Each participant was assigned to one of six simulation groups during the period of registration. Each group was to play the role of the Buchannan State Advisory Council on Vocational Education and carry out four quarterly meetings. Prepared agendas for each meeting included problems and concerns which were gathered from surveys of and visits to selected advisory councils in America.

Each simulated advisory council meeting was organized into five rather distinct segments:

1. Setting the stage
2. Delphi survey of vocational problems
3. Council sessions
4. Debriefing
5. Office input and planning for the next session

Setting the stage included introduction of each participant by their simulated name, position and role personality. Each person was given an opportunity to share with the group perceived characteristics of the role being played. After the first council meeting, there was less need for stage setting activities and time was conserved for additional activities.

The regular council session was devoted to the consideration of two to four agenda items related to problems and concerns of top priority as determined by previous surveys and visits. Among the agenda items considered were:

1. Self evaluation by the Buchannan council
2. Planning and conducting public hearings
3. Organization of the council
4. Relationships with local, state and national agencies
5. Inservice education of council members
6. Development and followup of the annual report
7. Development of the State Plan for Vocational Education
8. Promoting local advisory councils on vocational education
9. Relationships with business and industry
10. Improving council recommendations

Debriefing Highlights--Leadership Seminar

State Plan

It would be appropriate to have the State Advisory Council involved in the development of the State Plan. That is, the Council should serve as consultants, not a review board, and that the roles and responsibilities of the SAC in this regard should be clearly deliniated.

Public Hearings

Public hearings should be promoted in a more effective manner through a systematic publicity plan.

Recommendations

Recommendations should provide not only "content," but also specify how the recommendation might be carried out. Recommendations should be data based where appropriate.

Local Advisory Councils

Local advisory councils should have definite support from the State Advisory Committee. This will differ with states and should not necessarily be financial, but might include in-service assistance to local directors.

Agencies Interfacing with Advisory Councils

How the different agencies and organizations interface with vocational education should be investigated (impact, role, stanze). Reports of the investigations should be a regular agenda item.

Meetings should be initiated between the Manpower Council and the State Advisory Council to better utilize available resources for joint projects.

Other

State Councils should be autonomous, but where is a need to devise orderly processes of working with the state board and other agencies while maintaining this independence. Two-way and frequent communication is necessary.

State Council's evaluation report should be used to provide input and continuity for the next year's plan.

There is recognition of the need to study public knowledge of SACVE.

Reorganizations might best be accomplished during special sessions and include examination of philosophy and program of work.

KEYNOTE ADDRESS
TO THE LEADERSHIP DEVELOPMENT SEMINAR FOR
STATE AND NATIONAL ADVISORY COUNCILS
ON VOCATIONAL EDUCATION
BY
HUGH CALKINS

Dr. Nielsen, Dr. Adams, Dr. Sam Morgan, distinguished members and guests at the head table, my old friend Cal Dellefield. You certainly underestimate the importance of the Executive Director of an enterprise of this kind; the members of any council come and go, but the Executive Director who is there all the time really sets the tone and is responsible for what happens. It is good to return to the field of vocational education. It brings me back to those early days as we (the National Advisory Council on Vocational Education) were just getting underway in 1969; that was a very different time. It was, as you recall, about the time of the Kerner report, which was the time when the television set was filled every evening with riots and disturbances on college campuses. We (the NACVE) reflected all that in our first report which started this way ". . . the violence that wracks our cities has its roots in unemployment and equal opportunity. . . those who have no jobs lash out in anger and frustration. Young men and women who cannot qualify for decent jobs, distrust society. . . dissidants speak with the voice of rebellion. . . campus and inner city revolts reach into our schools. . . our nation seethes. . ." We have come a long way from those days. We went on in that report and talked about vocational education programs. We were unhappy that, in so many parts of the country, it seemed to be so separated from the mainstream of education. We talked about how you could get it back into the mainstream, where it would be more accessible to the young people going through the high schools. We complained about the fact that something like four times as much money from the federal government was going into the manpower programs as was going into the vocational education programs, and most of all we talked about "attitudes."

Here is what we said, "At the very heart of our problem is a national attitude

that says 'vocational education is designed for somebody elses children.' This attitude is shared by businessmen, labor leaders, administrators, teachers, parents, students; we all are guilty. We have promoted the idea that the only good education is an education capped by four years of college. This idea has been transmitted by our values, our aspirations and our silent support. It is snobbish, undemocratic and a relevation as to why schools fail so many student."

In the seven years that have gone by since 1969, there has been some progress. We are not at the millenium, but consider just what has happened. In most states, vocational education is now, to some considerable degree, a part of the mainstream of education. In most states, with help from the federal government, a good deal more money is being channeled in support of vocational education. Most of all, there has been a change in attitude, with respect to vocational education, so that now it is the proponents of liberal education who feel on the defensive; who feel that they may be the ones who are out of step with the main career oriented direction of education. I don't know how much of this is due to the work of the advisory council since I left it. I don't think you brought me here to congratulate you on the progress of vocational education in the last few years. This is a Leadership Development Conference, and I think you want to focus not on the accomplishments of the past, but on the problems that are ahead.

What is the function of an advisory council? The law says it is to provide information about the operation of vocational education, and to make recommendations as to how to improve the operation of vocational education. However, experience tells us all that administrators tend to drown in information and that recommendations come by the dozen from every corner. Therefore, the function of an advisory council is to do what it can to lift up its collective head and look around the landscape and see what there is that it can say and do that will have some effect on the direction of events. I have a friend who said that trying to influence what happens in government or education

or business is a bit like trying to lean on the bow of the Queen Mary as it goes by the end of the pier. That is what advisory councils need to do; to try to find the particular things they can do at a particular time that will make a difference, and in thinking about what those singular things might be as we move in this year 1976.

I would like to start with what I think is the most fundamental fact that affects our education, - the age distribution of the people of the United States. Cal Dellefield referred earlier to the metaphor conjured up on the way to the House of Representatives shortly after he joined the National Advisory Council. We were talking then about the flow of young people into the unemployed segment of society, and about the 700,000 dropouts getting to be 17 or 18 every year who were coming into that unemployed pool that the manpower programs were designed to relieve.

I would like to talk tonight about the total flow of people in this country. The striking fact is that we are in a period, and will continue to be in a period for the next 30 or so years, in which we have a lot of people coming into the working segment of the population and not very many going out the other end. We are all aware of the post war baby boom and the fact that it has declined, but we sometimes do not reflect on how big the difference is and how much difference it makes. We had a little more than 4 million births in the U. S. in the early part of the 1960s. This last year there were about 3 million births in the United States. That means for a long period of time that started about ten years ago, and which won't stop until we get beyond the year 2,000, there will be a lot more kids coming into the employable years than there will be older people retiring out of those years at the other end. I don't know what metaphor suits your fancy, but there is a bulge in the pipe. There is a rising level of water in the lake, there is something happening, whatever appeals to you. Therefore, inevitably, the level rises, and it is when that process runs for a period of 30 or 40 years that it will be dramatic. We will have more workers and relatively few non-workers which translates to more workers and relatively few jobs. It is no wonder that

unemployment figures tend to be high and rising. Reading the papers points to the inevitable, that we have more and more unemployed people in this country. As the next few decades go by, we will continue to have, in this country, more and more unemployed people. We are in a period of American history, one that we have never gone through before, in which we will have in the population curve a lot more people in the twenty to sixty working years than we will have in the zero to twenty non-working years or the sixty to retirement years. Therefore, as vocational educators we are in that most uncomfortable of all positions--a position in which we are educating more people than there are likely to be jobs for.

So now, as we think about that problem, the most important thing is not to panic. It is easy to get panicky with the high unemployment figures, and when we read in the newspapers horrified accounts of the possibility that the capitalistic system is not going to survive periods of high unemployment. All that is quite wrong. We are going to be able to carry on our system in spite of the period of years in which we will have essentially too many workers and not enough jobs.

It is not a problem unique to the United States. We admire the unemployment rates of Europe, but what we do not realize is that they have just emerged from a period in which they had a deficiency of workers because of the many people killed during the Second World War. They, too, are about to come into the same type of period we are experiencing. Even the Soviet Union which brags of never having unemployment, is likely to come into a period when, it too, is likely to have unemployment.

As we think about this problem in relation to vocational educators, there are a lot of things that will be done which have nothing to do with vocational education. We will probably have early retirement, shorter work weeks and a whole series of steps which can be taken to relieve the problem. There are many things that vocational educators can do to facilitate the transition from school to work and try to focus on the problem of how to develop in kids the ability to find jobs when jobs are scarce.

I would like tonight to talk about one particular aspect of the problem, which I think we have as a nation generally overlooked, of finding a job for the millions of young people who are going to be coming into the job market. I think it is partly because it illustrates the kind of problem that advisory councils are best equipped to deal with. It is primarily a problem of attitudes; it is the kind of problem with which I think schools are unlikely to change their practices unless they are pressured to do so by advisory councils. It is a problem which is illustrative of other kinds of specific aspects of the problem of too many people and too few jobs.

My next point or concern is vocational education for the homemaking industry. What do I mean by a HOMEMAKER? Well, I mean two things essentially: a parent who stays home at least part of the time and takes care of the child, and secondly, a responsible person who usually takes care of the child who has no parent who can stay home and take care of him/her.

How big is the industry? It turns out to be rather difficult to find out because the normal industrial classification system does not list the homemaker industry. While it is easy to find out how many people there are in construction, mining, transportation, utilities, insurance and lot of other things, I could not find any statistics that would tell me how many people there were in the homemaking industry. So I constructed my own, and my best guess was that during the next five years or so, there are going to be approximately ten million married women in their first ten years of marriage, who will be staying home and taking care of their children. There will be another group of married women who are unable or unwilling or prefer not to stay home and take care of the kids. Some of them will be employed full time, and some of them not quite full time.

How important is this industry from the standpoint of jobs? It is extremely important. Ten million jobs is three times as many jobs as there are in the construction industry; more than twice as many jobs as there are in the transportation, and three quarters as many jobs in the whole services industry. Ten million jobs is three quarters

as many jobs as there are in the whole government sector including teaching and about 60% as many jobs as there are in all manufacturing.

From the standpoint of the national interest or the standpoint of the kids, how important is the industry? Well, there too, I had trouble seeking out the facts for what I read is not consistent with what I hear. What I hear is that school principals think they can tell pretty accurately which kids have two parents working full time just by looking at the kid or kids and their behavior problems. The evident lack of help at home seems to show up in the way the kids behave.

When I tried to find out whether or not that perception was endorsed by literature, I did not get very far. I found that in 1960 the White House Conference on Children reported that we do not have dependable research evidence on the effects of maternal employment upon children. I found a much more recent book written by Gene Graham and Walter Wincheon, which said the following: "The mother who works in a full time job has long been regarded with sympathy. . . if she were poor or widowed; she is viewed with suspicion and hostility if she has a husband and income but works because she likes it. All men and most women have been reared to believe that children can be reared properly and adequately only by their mothers. A woman that works because she wants to is considered selfish and irresponsible. Studies of this, of working mothers and children at home, do not support this view. A mother who wishes to stay home with her children, but has to work will provide adequate mothering. If she stays home but wishes she could work, she will be a poor mother. If she is at home and wants to be there, she will be good for her children. What is crucial is the QUALITY, not the QUANTITY, of a mother's relationship to her children."

I suppose there is some truth to that. Perhaps there is also some self selection process. The mothers who like their children and want to stay home are better at homemaking. I don't know why, but my own guess is that having a concerned parent who takes enough time with children is crucial to the upbringing of most children. If I

were going to rank industries in their importance to the country, I would put the homemaking industry up near the top of what is important.

What is happening to the industry? Well, again, I could not find reliable homemaking industry statistics. I don't have accurate figures to report, but what I did find is quite suggestive. In 1890, 16% of the labor force were women; in 1958, 30% of the labor force were women; in 1970, 40% of the labor force were women. Two-thirds of the increase in the labor force occurring from 1940 to 1970 represents women. So, it is clear that we are in the middle of, or at the end of, a period of time which the number of women who have been entering and working and participating in the job market has been steadily increasing.

Among older women 45 and over, the labor force participation is about the same as it is among men. In between, there is a drop in the curve, but even the drop in the curve brings out some interesting characteristics. Because in the late 1930s, the median age that women married was age 23, the age when they stopped having children was 32. Their median age when their youngest child went off to school was about 39. Now the age of marriage has dropped to 21 and the age when women stop having children is 26. So when the youngest goes off to school, the age is about 32. It is clear that we have a compression of the period of time in which women need to stay home to take care of the young children.

Now, why is it that so many women are going to work and why is the number of children not cared for my a parent at home growing? Part of it is economic necessity. Somebody came up with a figure, and I do not know where it was found, but 60% of the women with children who are in the labor force are either single or widowed or divorced or have a husband who is earning less than $7,000 a year. So they are under a great compulsion to have to work.

It seems clear to me there is an additional factor that takes a change in attitudes, the figures that say that women earn only 65% of what men do. The majority of women in the labor force earn, on a per capita basis, or they did in 1957, only 65% of what

men do. Actually the 1979 figure is likely to be down to 60%. So women are falling behind of where they were in terms of competitive wages. Those kind of figures are disturbing, and I am very much in sympathy with the women who are tired of being a part of this second class citizen role. I am in sympathy with the women who think it is pretty important for women to demonstrate to themselves and their children that they are people, like men, and able to hold down jobs. They are entitled to competitive compensation and should not be caught up as people who must carry out the lower status jobs, the taking care of the kids. It is clear, the basic attitude of women is that they want equality and they want to be treated like men. It is a fundamental factor in the changing work habits of women. It is a fundamental factor which is tending to erode that ten million job stations now filled in the homemaker industry.

Well, what could an advisory council on vocational education do with this problem? One approach, I suppose, could be to sound the trumpets THAT A WOMAN'S PLACE IS IN THE HOME, and that women should not leave their children and hold down a job. I suggest that is an approach which does not appeal to me on its own merits and even if it did, it is not a very effective approach for it will produce a predictable reaction among women that won't work. There is another solution which I think won't work much better. Say to the men--HOW ABOUT YOUR THINKING ABOUT THE HOMEMAKING INDUSTRY?

There are, I think, some interesting parallels in the problem of women's rights and women's equalities, and black rights, and black equality. When one says to any group of people, "you are excluded," "you cannot hold jobs," "we won't make you partners in the law firm," "you are inferior in some way," there is a predictable group reaction. When you solve that problem and the group feels it has access to whatever everybody else has access to, then things take their natural course. The suburb of University Heights around Cleveland is practically a Jewish Ghetto because it is a self selected ghetto. Nobody thinks of it as one and nobody raises the problem of segregation in the University Heights School System.

I don't really think that men are going to do 50% of or occupy 50% of the positions in homemaking industry in this country just as I don't really think that women are going to occupy 50% of the positions in the mining industry in this country. Neither women nor men think of the mining industry as exclusively a male industry or think of the homemaker as exclusively a female industry. Attitude is crucial. If we are, as a country, to preserve the ten million jobs in the homemaking industry, the crucial step we must take is to say to the boys who are coming through our school system, "as you think about a career, YOU, as well as the GIRLS, need to think about the importance of homemaking as you and your wife work out your careers. It may be that at some time of the day or the week or period of the year or some years in your married lives you will be the homemaker and your wife will be the one holding down the job outside."

I had a bit of trouble on my research on this, and not having resources from the federal government at my command. I did the best thing I could and that was consult with the wife of one of the lawyers in our Washington office who happens to be teaching a course in a Maryland high school entitled, "Homemaking for the Bachelor." Her class is composed entirely of boys and I asked her to put to the class the question, "UNDER WHAT CIRCUMSTANCES WOULD YOU BE WILLING TO STAY HOME AND TAKE CARE OF THE KIDS AFTER YOU HAVE GROWN UP AND MARRIED?" I would like to share with you the results of this "scientific" poll.

Student A: I don't think I could do it unless I would be able to work.

Student B: There would have to be something wrong with me physically in order for me to stay there. Also, many entertaining things for me to do if I had a job that would be continued at home instead of the office. I would try to do this if my wife just HAD to work. If my wife had an important job and she really liked it, I would stay home, but I would have to have a project to do around the house so I would not get bored. For me to want to work at home, my wife would have to be very good and happy in her outside job and I would have to have a hobby to help her relieve tension--my taking care of the house, cleaning, cooking and caring for the kids. I think my whole life would have to change. It would be different. If it were really necessary,

I guess I could but there would have to be a major necessity. I would probably have to learn many new skills which I do not know now. I would have to learn to provide goood meals. Household chores would not be a problem. If my wife had a good enough job, high salary, the kitchen would definitely have to have a micro wave oven.

As you see from that "research" project, the task I am outlining to you is not an easy one. There is a fundamental attitudinal problem, but I will remind you there was a fundamental attitudinal problem about vocational education in 1969. There seems to have been extraordinary progress with that problem in the past several years.

We as a country have a tough problem for the next 30 or 40 years--"HOW DO YOU PROVIDE JOBS FOR THIS BULGE IN THE POPULATION?" Aside from that, if we think systematically, how can we create jobs? How can we maintain jobs we already have? Surely, one of the big areas we need to work on is that homemaking industry with its ten million full time people and five million part time people. You DON'T achieve that by saying that is the woman's responsibility--that is for her to do. You achieve that by saying, "THIS IS A VERY IMPORTANT JOB." "IT IS ONE WHICH IS A VERY DIFFICULT JOB." It has a lot of skill content, intellectual content, how you help kids through their problems, their school work, and the rest. As most of you know from personal observation, your wife works out these activities but it is not an easy thing to do--to change attitudes. We know how to look at textbooks and remove racial implications that we do not like or tolerate; we can do the same things with stereotypes of the woman in the home. We know how to find role models and get men in elementary schools; we could do the same thing with more men in more schools, who quite ostentatiously were allowed to take time off from their own school in order to take care of the kids at home. We can change attitudes on this subject. All that we need to do collectively is to lift up our heads, look around, see the problem and try to identify it, particularly one that lends itself to citizen input from advisory councils, and then focus on how to deal with the problem. If you invite me back in seven years, I hope I will be able to tell you the homemaking industry is thriving with both male and female employees. . . happily. . . Thank you.

Luncheon Panel Discussion Summary

The luncheon panel theme was: Building Relationships Between the Council and Community Agencies and Organizations. Panel members were: Mrs. Caroline Hughes, NACVE member from Cushing, Oklahoma; Mr. John Lancaster, Jr., SACVE member from Upper Marlboro, Maryland; Mr. Robert Gahn, Jr., Associate Superintendent for Vocational Technical and Adult Education, Orlando, Florida, and Mr. Preston Caruthers, NACVE member, Arlington, Virginia. Dr. Joseph E. Clary, Chairman, Agriculture Education N. C. State University was the panel moderator.

Each panel member was asked to make a short presentation on the theme for discussion, and then respond to questions from the audience. Mrs. Hughes first congratulated the council members present for doing ". . . a very fine job on these explicitly mandated roles". She went on to suggest that some state councils in their implied roles have done better than others. She encouraged state council members to become involved with local councils in improving vocational education, both at the state and local levels. She also urged both state and local council to become better ambassadors for vocational education.

Mr. Lancaster briefly mentioned a few cooperating groups, agencies, organizations and associations that he is in contact with, more or less, on a day to day basis. Some mentioned were: Parent-Teacher Associations, Governor's Commission on Structured Government for all education, The Association of Proprietory Schools, The Association of Dean's of Community Colleges, the business community, Labor groups, special education and the Juvenile Justice system.

Mr. Lancaster emphasized the need to involve local council members in their many advising roles. He went on to say that the Maryland Council is focusing a considerable amount of attention on helping local council become more involved in local vocational education programs.

Mr. Gahn followed Mr. Lancaster with many remarks that were similar. He stated that the local vocational education programs was involved with law enforcement, labor groups both union and not union, and local ethnic organizations.

Mr. Caruthers suggested that state and local councils should become the catalyst for developing a relationship between business, industry and vocational education. He further stated that business seems to feel they are left uut of public education, but through effective utilization of advisory councils, they can be made to feel they have had a real part in prescribing the skills needed by those who will fill their vacant jobs. Again, like the other panel members, Mr. Caruthers emphasized the need for involvement. He said, "The way (involvement) comes about is for somebody to ask somebody to do something. They may turn you down. But they may be complimented that you asked them and you may be surprised how often they're going to accept and get involved in meeting with their counterparts in other areas of society."

A question relating to how does one keep an advisory council active was directed to any member of the panel. Mrs. Hughes responded with the suggestion that a rotating membership is helpful. She indicated she felt new faces tend to create new activity and new enthusiasms. Joseph Clary suggested that giving the council members responsibility of a continuing nature might be helpful in maintaining a high level of activity.

KEYNOTE ADDRESS
TO THE LEADERSHIP DEVELOPMENT SEMINAR FOR
STATE AND NATIONAL ADVISORY COUNCILS
ON VOCATIONAL EDUCATION

By
ROMAN PUCINSKI

Thank you very much. Bill Elkins, there's nothing I like better and I guess this is true for all speakers, than to have someone read so well an introduction so carefully prepared.

I am very pleased to be here this afternoon. When Dewey Adams called and asked me if I would join this very distinguished group, I frankly didn't need any persuasion. I can't think of a more timely and exciting challenge than to meet with the leadership of vocational education in this country.

Those of you who are participating in your state advisory councils are indeed the new leadership of vocational education in America. So I want to thank Dewey Adams and Sam Morgan for inviting me here to wind up this session.

Cal Dellefield took on an impossible job, when we established a National Advisory Council in 1968. Then the State Advisory Council, it was Cal's tough job to try and put together a program and agency which could do the job that Congress mandated. I must tell you that the foundation that Cal gave the National Advisory Council and the strong leadership to the State Advisory Councils has turned the whole system around. This nation owes Cal a tremendous debt of gratitude for the enormous contribution he made to the National Advisory Council.

I'm pleased to be here because the State Advisory Council, in my judgment, have a key role, and the executive directors of those state councils have an even greater key role. When we created the State Advisory Council in 1968, we did it with a purpose. We wanted to bring vocational education a new and meaningful dimension of leadership. We wanted to bring vocational education a new and meaningful dimension of contribution. We wanted the State Advisory Councils,

just as we wanted the National Advisory Council, to be broadly representative of all the elements of the community. So they could fashion and structure a vocational education program to meet the needs of the country. We did it this way, I remind you in 1968, when there were enormous problems in America. This nation had been in its 8th year of economic growth. Some of you may have forgotten, we had an unemployment rate of 2.3% and employers were pirating each other for skilled help. So it became very apparent to the Congress that if this nation was to indeed surge forward economically, we had to have an educational program that would produce men and women that industry would need. We know there would be great changes in the American educational system and that's why the State Advisory Councils were created.

Now we had a tough role in creating these State Advisory Councils. We did not want to impose on the state another layer of federal authority. As a matter of fact, when I was chairman of the committee, and I believe that feeling prevails today, congressmen were very conscious of the fact that the states must be the final abiders of their needs and not the federal government. So we were concerned in trying to set up a structure that would do the job and yet not impose a whole new level of federal controls. So, we gave these boards some mandated powers. But we had to find a very delicate balance. How do you do that? We continually required, as a matter of fact, in the new act working its way through the Congress, that we place even greater responsibility on the State Advisory Councils. We have these councils mandated powers to participate in the full and on-going development of the state plan. First of all we require a state plan. Then we mandated that the State Advisory Council must be an on-going participant. State Advisory Councils are not just a distinguished group of citizens who have their name on the stationery. They are an on-going organization of citizens, knowledgeable people in the educational needs of our community, who

must participate from beginning to end, in the development of our state plan. So we said that federal funds will not be expanded in the state until the State Advisory Council certifies that indeed they have participated in the development of that plan and certify the plan.

This is a great deal of power. It is not to suggest that State Advisory Councils ought to engage in some type of confrontation politics with their state administrator or their chief school officer or the state board or the governor. There's a sort of contradiction in this development in many states. The board is either appointed by the governor or the elected school board and so there is some sort of relationship between the two.

What we wanted was to make sure there was new input coming into vocational needs of that particular state. I admit that State Advisory Councils ought to be agressive, they ought to be a panelist. We're not suggesting that you have to deal with your state officers at arms' length. I enjoy some of the jests that were mentioned here today about the chief school officers, but they too have some pretty tough problems.

What we try to find is a bridge between the State Advisory Council and the state administration in developing a program that would meet the needs. The executive director, therefore, becomes the heartbeat of that program in that state.

It is my hope that this seminar is for the conference of leadership and has broadened your overview of the possibilities, the opportunities and the needs. Again, I must congratulate Dewey Adams and Sam Morgan for putting this together.

We created the State Advisory Council because we saw the tremendous needs and the tremendous changes that are going to be occuring in American education. We are on the threshold of a two trillion dollar economy. In 1968 and 1969 and 1970, we saw that once we set loose the demands of Vietnam and could concentrate

on our domestic needs and the worlds peaceful needs there would be great demands on American industry. I said then that this nation was going to reach a two trillion dollar economy by 1890 and I must apologize to you, I was wrong. We will probably reach it by 1978 and 79. In the wake of this kind of economic growth the challenge to American education, the challenge to vocational education is particularly severe. For in this kind of great growth we see immediately ahead. We are going to have to produce an educational system that is going to be able to meet those needs. I will hope that you as members of State Advisory Councils and as executive directors will keep that uppermost in your minds. This is no sport for the meek. You are dealing with perhaps the most important single challenge in our society.

Lincoln once said that if this nation is to be destroyed it will never be destroyed from without. There isn't a power in this world big enough or strong enough to hurt us. Lincoln said a 100 years ago destruction will come from within.

As you see this economic surge forward at all levels you're going to witness a requirement for skilled help. People who are able to accept challenge. That's why I say to you, and I don't say this to praise you, I know of no single group in American education that has a greater responsibility than the men and women in this room today. It will have to be your imagination and your understanding of the needs that's going to create an educational system.

Don't get hung up on details. Don't fail to see the forest for the trees. Don't get yourself all tied up with petty little jealousies, politics and whatnot. I hope that you, as the State Advisory Council members, are going to see the big picture, the enormous economic growth and demand on the populous of our society. Then we can meet the needs.

The first thing I suggest you do during this Easter recess, Congress is going home tonight or tomorrow, I hope you're going to invite all of your congressmen

and senators to meet with you. I hope that you will meet with them. Tell them who you are. Tell them what you're doing. Tell them where you're going. Tell them what you need. Give them your feelings about legislation. The weak points and strong points. So that when these bills come up on the floor your congressman will be knowledgeable or have an understanding of what you are faced with in trying to meet the needs of the American educational system.

We know that in this enormous change that lies ahead we're going to see new directions. First of all, we're going to see new challenges in the whole structure of educating American women. For the women are going to out number the men in the American work force. And many of the traditional beliefs that we had will have to fall by the wayside. An educational system, particularly in Home Economics, is going to have to take on a whole new significance. In 1970, the census showed there are 51% women and 49% men in America. The 1980 census is expected to show 53% and 47%. The 1990 census will show 55% and 45%. Industry is going to be drafting women into the world of work. Of course, there will be other responsibilities. Our educational system is going to have to recognize, that we will have to teach both young men and women in homemaking. In a time when homemaking itself is becoming more complicated, we can't be so obsessed with the industrial materials of our society that we overlook the family structure. So you as vocational educators will have to train women and young men for the vocation of homemaking at the same time you are teaching them a marketable skill to take their place in industry.

We now have in this country a very significant move in education. Ken Hoyt has been preaching the gospel for a long time on career education. We also look upon career education as some sort of competition to vocational education. There are those who look upon career education as a threat to vocational education. I suggest to you that that is nonsense. They compliment each other.

For the first time, we Americans are starting to help young Americans, old Americans and all Americans select their careers on a much more systematic basis than they have up to now. Ask yourself how do people in your community pick their careers. Very often great talents are denied the society and the community, simply because young people are not aware of the career opportunities that lie ahead.

The first goal is career education; exploration, orientation, probing, searching, evaluating, counseling, letting people know what's available. What does it take? It's a lifetime process. That's what we mean a lifetime process. Because as we surge to this two trillion dollar economy, we now can say with a very very certain prediction that many Americans are going to change job skills as many as five to nine times in a working lifetime. You as vocational educators are going to have to train and retrain these people for the whole lifetime.

We're now talking as we look at this enormous economic growth of the task force approach to American industry. You're not going to see factories built to do one job for 30 or 40 or 50 years. You're going to see task forces put together for a mission. When the mission is finished the task force is dissolved. People will gravitate to other jobs, new task forces. The space program is a perfect example of the future. The space program putting a team on the moon was a task force approach. In 1961 President Kennedy said, "We have to put a team on the moon in this decade". And so they put together a task force. A space agency recruited secretaries, engineers, economists, chemists, everything, put together a whole research team, engineering team hired them all over the country and they worked on one mission. When the mission was completed they were dissolved and we went through a tragic era. When space engineers, those who were responsible for putting a team on the moon drove taxi cabs in New York and in Washington and in Oregon, simply because we had not anticipated that they had to be retrained for other jobs, as this task force began to be eliminated.

This is going to be the way of the future for American education. You're going to have to be looking at this. Career education will become a keystone, therefore, in showing people what's available. I can't think of anything more cruel than to whet the appetite of millions of Americans with career education and not have a vocational education delivery system to train these people in the occupations and vocational they have chosen. That's why I say to you that those who have suggested that there is some sort of competition between career education and vocational education is nonsense. They compliment each other.

There is a bill now in Congress, its purpose is going to move very shortly to place as much as 100 million dollars into career education. To put the whole selection process on an intelligent basis. As advisory council members in vocational education, you're going to have to be constantly alert to building a delivery system that will be able to absorb these people as they have made their choices through career education.

Vocational education is through the high school level. The second goal is occupational technical education: the community college, the more sophisticated form of vocational education; associate degrees and then your baccalaureate degrees and going on as high as they want to go.

The third goal is adult education. I have just got through telling you from now on vocational education is going to be a life long process. The fourth goal is handicapped: a generation, a whole group of Americans too long totally ignored by educational institutions, denied the opportunity to participate. Why do we have to do this? Why do we have to put a new emphasis on the handicapped? A new emphasis of adult education. Because as we surge to this enormous economic growth we're going to need everybody we can find. We had proof of that in 1968 and 1969. This is why you have to structure an educational system that is going to look at the diffused picture, within education itself.

We're going to have to be looking, in my judgment, not at individual programs of vocational education, but rather at clusters that the office of education is quite properly defined. Instead of training people for one specific job, we can prepare them to move horizontally through a whole field. I will strongly recommend that you familiarize yourself with clusters. Look at the enormous opportunities. Why clustering? Because that's what it's going to take to meet these educational needs of the 1970's, 80's and 90's.

In 1830 the U. S. Department of Labor reported nearly 35 indentifiable jobs in this country. Today the labor department dictionary of job skills lists 40,000. That's why you, as vocational educators, have to broaden your sights, if you're going to prepare people for these jobs. As we surge to a two trillion dollar economy we're going to create another 10,000 job skills, job skills you've never even heard of before. Right now they are somewhere on drawing boards. They are so radical, we are afraid to talk about them.

Let's take a look at the medical profession. This country will never be able to train enough doctors, I don't care how many medical schools we build. Obviously, we have to go into the whole health professions field. The paramedics, training people to do specific jobs next to a doctor; working in the hospitals, and that will become even more pronounced as this nation moves to a national health insurance program--which we're going to do probably after Easter or at least next year. A whole health professions cluster is exciting and alive with all kinds of opportunities.

Distributive education as a cluster--warehousing, inventory, bills of laden, secretarial work, trucks, all the elements of Distributive Education--this is the most exciting thing in the history of our nation. Because as we look at the days ahead Distributive Education will be the key to moving a two trillion dollar economy. If Distributive Education fails the whole system collapses. So, when

we look at the Distributive Education cluster, we see hundreds of opportunities which you as vocational educational leaders have to develop.

The whole structure of Home Economics as a cluster--I've already talked about the various opportunities, and I could spend the rest of the day here. Home Economics will be preparing young men for the business of convenience foods. This nation's eating habits are changing and the convenience foods industry is the key to that change. Who in this country is teaching anybody about convenience foods except the home economics people. So, you look at the home economics clusters and see all of these opportunities. I could go on down the line talking about 15 clusters which I hope you are going to take up, and carefully look at them.

I would suggest that, we, as members of society give careful consideration to curriculum development. That's the heartbeat. The heartbeat of meeting the educational needs of America. As I told you, 40,000 new job skills, 15 clusters, enormous move, enormous growth, enormous change. We cannot stay with the old curriculum that we've been having for the last 15 or 20 years. Obviously, if vocational education is to meet those changes within the structure of the goals I've talked about, you're going to have to develop curriculum. We already have very exciting curriculum in the pipeline available to you, funded and on line from the office of education. They have a tremendous program in the building trades available to you right now. When you leave here go over and pick it up. You can have it without spending any new additional funds for curriculum development. But, I will admit that curriculum development will have to be tailored to meet your particular needs.

I once saw a request for curriculum development in catfish harvesting. I said what the heck is this? Who in the heck wants a curriculum in catfish harvesting? Well, I learned that in Mississippi that's a very big industry. It may not sound like much in Chicago, but to the people in Mississippi it was a

very important challenge. I was pleased that the office of education funded that particular program. Curriculum development becomes the key to survival.

One thing I would like to strongly recommend to you, if I leave nothing else to you here today, please get away from parochialism that has kept vocational education in a straight jacket much too long. I know the problem that you have. I know that your legislatures look at your vocational education program and they say well there are no needs for this job. They try to structure a vocational education program and system that is geared to the community needs. But they overlook the fact that one out of five Americans moves every year. We are the most mobile nation in the world. No other people move as much as we Americans. It is a safe fact to assume that a youngster growing up in one community is not going to live in that community for the rest of his/her life.

Let's look at the human being. Let's look at the student. What are that student's talents? How can we give this student a marketable skill? He wants to study laser technology. Let's make it available. Even though we know that there are no jobs available in laser technology in that community.

One of the problems that we have in this country, and one of the great problems of vocational education is that it has tried historically to tie itself to the immediate local needs, and of course I understand why. The school board member said why should we be training this student for laser technology when he's going to move on to New York or California or someplace. If you're going to try that theory, you shouldn't bother teaching them how to read. Why do we have an educational system at all? Why should the local taxpayer be paying all that money to educate a human being when we know that human being is going to move on. It's silly isn't it? I think that's short changing American education.

A new bill coming out of Congress is going to put a new emphasis on the needs of this country's disadvantaged people, because that's where the problem is. For

the first time in our history, we are spending more in the federal budget for social welfare programs than we are for defense. That's the price we're paying today for short changing the disadvantaged Americans of our country.

Now the Congress is saying to you, if you want to participate in federal programs and you want some federal help, you're going to have to try to correct that shortcoming. Because as these young people enter the world of work they invariably are relegated to the entry skilled jobs. They are not prepared for the world of work. Too often they have been denied those opportunities, and so we have people who get bored with the job, and enter all sorts of anti-social activities in search of some sort of existence.

Quite properly I would suggest to you, start looking carefully at the educational needs of your disadvantaged community. They've got talent and ability. We now have built many of our area vocational centers down in the south, and are now providing equal opportunity to all the youngsters. They are discovering that they are all progressing.

I say to you as leaders, you've got an awesome responsibility. Nobody in this country has a greater responsibility than you. When a doctor makes a mistake he buries it and who knows the difference. When a lawyer makes a mistake he appeals it, and tells his client the judge doesn't know the law. But when you make a mistake, those scars will follow those youngsters forever. That's how awesome is your responsibility as leaders in vocational education.

So, I hope I've been able to give you some idea of the enormous challenge. Do me one favor on the way home, just think for a minute about who you are--what is your responsibility? what opportunity do you have to make an impact? what mark can you make on society? When you go home, have dinner with your family and tell them where you've been and what you've done and tell them who you are. Tell them what you're doing and tell them what your plans are. You see, first of all, leadership is believing in yourself. If you don't believe in yourself then don't

try to lead somebody else. You have to believe. When you believe in you, then you provide the leadership for vocational education that will really turn the American educational system 'round and make it a tremendous exercise in freedom and opportunity. Thank you.

DESCRIPTION OF THE SEMINAR MATERIALS

The simulation materials used in this Leadership Development activity were based on actual problems as reported in a survey of executive directors of the State Councils. These problem areas were then written in a format that was applicable to a mythical state named Buchannan. Each seminar participant was provided with background demographic information about Buchannan including the state organization for vocational education.

The time alloted for the seminar permitted four-three hour sessions which were organized into the fall, winter, spring and summer meetings of the Buchannan advisory council. Each seminar participant was assigned to one of six groups, each simulating the Buchannan State Council. Each group was supplied with the same materials and assistance. Role assignments and personalities were given to fourteen council members including the Chairperson and two additional personalities. J. L. Jenkins, the Executive Director, and Dr. Jerry Miles, Assistant to the State Director of Vocational Education for the State of Buchannan. Each council member was designated as representing one or more groups as specified in the 1968 amendments.

Minutes of each simulated council meeting, including the previous summer meeting were provided to each council member. Recorded in these minutes were concerns of particular council members and a proposed program of work for the coming year. These minutes attempted to set the stage for what might be expected in the four simulation sessions beginning with the fall meeting.

The Chairperson was provided with an agenda for the full meeting and a list of key points to remember that facilitated each meeting. Each participant was also furnished with an agenda for each of the four council sessions.

Materials on the State of Buchannan, role assignments and personalities, a Buchannan Council directory, minutes of previous Council meetings, a report by Research Associates on council recommendations, a summary of the council's proposed recommendations to the State Board, instructions on the semantic differentiation scale, special instructions to selected council members were provided to each participant at the time of registration.

The Chairperson for each group was selected prior to the conference getting underway. In each case, the simulated Chairperson was an active executive director, Chairperson or a former chairperson or executive director. In addition to the Executive Director, a graduate student and faculty member was assigned to each group. Their function was to assist the simulated Chairperson and to provide the participants after each session with a summary or debriefing of what had occurred as each member played their role.

Similar materials dealing with different topics were distributed to each member as the seminar progressed from fall to summer meetings. Dissemination of the materials was the responsibility of the graduate student. All materials had been previously packaged for distribution at a prearranged time. These materials were color coded to each meeting of the Buchannan Council: fall, pink; winter, green; spring, yellow; and summer, blue.

Both a pre conference and post conference inventory instrument was given to each participant. The purpose of these instruments was to illustrate how a semantic differential scale could be used by a state council for data gathering purposes and to provide some basis for evaluating the seminar. A second instrument utilizing the Delphi Research Technique was used throughout the seminar. The purpose of the Delphi instrument was to again illustrate to the participants a research technique they might use in their respective states.

DIRECTORY OF MEMBERS OF THE BUCHANNAN
STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION
AND OTHERS

Council Members

1. J. M. Burrows, SAC Chairperson and President of Brown Manufacturing Company. (Manufacturing of Textile Machinery).

2. Dr. Gerald B. Hopkins, SAC Vice Chairperson and Associate Superintendent for Vocational Education, Mason Public Schools.

3. Dr. B. H. Wilder, President of Buchannan State College.

4. R. L. Lawson, President of Broadslab Brick Company and Chairperson of the Idle Falls School Board.

5. Daniel C. Dorr, Assistant Director of the Buchannan State Employment Bureau.

6. D. W. Williams, Senator, Buchannan State Legislature.

7. Carl Korb, Regional Director of Vocational Rehabilitation.

8. James Carling, Automotive Mechanics Instructor, Jefferson High School.

9. P. L. Bentley, Principal of Kennedy High School. (Kennedy is located in one of the less affluent areas of the city where total family income is very low compared to the state average), Weston, Buchannan.

10. A. B. Oates, Mayor of the City of Madison, Buchannan.

11. C. C. Coles, Director of the Buchannan Industrial Development Commission.

12. L. H. Binger, President of Buchannan Bank and Trust Company, Croton, Buchannan.

13. William Ryder, Regional Manager of General Electric Company.

14. Vince Vangard, Owner-Manager of Vangard Welding Service, Industrial City, Buchannan.

OTHERS

1. J. L. Jenkins, Executive Director of the Buchannan State Advisory Council on Vocational Education.

2. Dr. Jerry M. Miles, Representative of the State Department of Education (Assistant Supervisor)

J. M. BURROWS (James or Judith)

Role Assignment

Chairperson of the Buchanan State Advisory Council on Vocational Education and President of Brown Manufacturing Campany (Manufacturing of Textile Machinery).

Category

Person familiar with vocational needs and problems of management and labor in the State.

Role Personality

You are an outstanding industrial manager, well respected in the business community and called upon often to serve in leadership roles. You've grown up in the ranks of the textile industry and you are respected for your first hand experience in your field.

You tend to be well organized and prepared and like to see meetings begin and end on time. You're seen as a bit directive in approach but not overbearing and you do tend to let others have their say. You encourage others to speak up at Council meetings.

You're married, have two teenage children and your spouse is also quite popular as a leader in the community.

There are other interesting things about you, but you can make these up as the occasion seems to require.

DR. GERALD B. HOPKINS

Role Assignment

Vice Chairperson of the Buchanan State Advisory Council on Vocational Education and Associate Superintendent for Vocational Education, Mason Public Schools.

Category

Person familiar with the Administration of State and local vocational education programs.

Role Personality

You come from a background in Agricultural Education and are considered by many to be one of the better public speakers in the profession. You were obviously an outstanding vocational education youth leader and tend to dwell upon the need for opportunities to develop leadership among our young people in Buchanan.

You are very active in the church and provide adult leadership for a number of community service projects in Mason. Very patriotic, committed to vocational education, you're regarded highly by the superintendent, the teachers and school board in your area. You're a member of the Lion's Club, your wife comes from a background in home economics education and yours tends to be the all-American family. Four children, to be sure, two boys, two girls and the rest of your personality you can simply make up!

DR. B. H. WILDER (Robert or Betty)

Role Assignment

President of Buchanan State College.

Category

Person representative od community and junior colleges and other institutions of higher education . . .

Role Personality

You are a person of considerable dignity and academic standing in the State. You're tended to stay near the "power structure" in the State and have been very successful in getting support for State College. You tend to place much stress upon the need for more and better teachers of vocational education and you see the senior college and university playing a stronger role in this regard.

You support community colleges but you tend to want to see this concept slow to development because of some fear of competition with the State Colleges. You've tended to urge the Council to focus primarily upon its relationships with the State Board and to a much lesser extend with other agencies.

You're an active college recruiter, a respective community leader but not proned to get involved in much activity other than your college.

You have one child, presently in college and have given some thought to running for public office one day.

You have many other interests and may want to make up a few of these as you proceed.

R. L. LAWSON (Raymond or Ruth)

Role Assignment

President of Broadslab Brick Company and Chairperson of the Idle Falls School Board.

Category

Person representative of School Boards.

Role Personality

You inherited the brick company from the family but have now given it the leadership necessary to make it a leader of brick products in your area of the State. You are an excellent sales person for your company and often chide B. H. Wilder for the use of stone rather than brick at Buchanan State College.

You are extremely proud of your community, proud to be on the local school board and have worked hard to give Idle Falls excellence in its school programs. You have a slight tendency to favor strong local school control and occasionally seem to criticize the exercise of strong influence or control from the State Department of Education level.

You have a great number of community ties, roots which date back to early families in Idle Falls. You have no children of your own but have adopted two children who are given every opportunity to succeed in the school and community.

You tend to like to tell jokes and stories and use these whenever other folks give you the opportunity. Your favorite one is about airplanes, but we've forgotten how it goes. Maybe you can recall it during the meetings!

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DANIEL C. DORR

Role Assignment

Assistant Director of the Buchanan State Employment Bureau.

Category

Person representative of manpower and vocational education agencies in the State . . .

Role Personality

Called Danny by most people who know you, you are very close to the governor's office in the State. You tend to guard the role of the State Employment Bureau in coordinating placement in manpower programs and are unsure that public schools should be in the business of operating major placement offices.

You seem to be quite loyal to your "boss" who is nearing retirement and you hope to become Director in his place if you can avoid upsetting the political climate in Capital City.

You tend to be a bit "long winded" and tend to want the Council to increase the size and amount of its reports and publications. Witness your feeling that many recommendations are needed to cover all the concerns of the Council.

You are married, father of three daughters (lovely gals!) and an active member of the largest Roatry club in the city. You could be in line for a major state office in Rotary next year.

Maybe your wife should be an outstanding leader in community cultural activities. See what you can come up with!

D. W. WILLIAMS (Dorothy or David)

Role Assignment

Senator, Buchanan State Legislature

Category

Person representative of the general public . . .

Role Personality

You are a leading member of the democratic party in the State and may seem a bit concerned at times about the new republican leadership in Capital City. You are now in your fourth term, however and are not in any danger of leaving politics right away. You tend to the Council leader when it comes to legislative relationships and your leadership is highly respected in most areas of the State.

You own a 1,200 acre ranch along the Brighton River and you plan to return there at the end of your fifth term in the legislature. There are beef cattle and horses -- an outstanding ranch in one of the best spots in the State. Your spouse is Manager of the ranch and is doing quite well. You have no children but you've long supported public education and you've been especially interested in the manpower development of the State. There has been special interest in training for the poor and disadvantaged.

CARL KORB

Role Assignment

Regional Director of Vocational Rehabilitation.

Category

Person with special knowledge, experience or qualifications with respect to special education needs . . .

Role Personality

You tend to be a person of fewer words but when you speak, you are very forceful. You tend to be an ideas person and make excellent suggestions at times for improving the work of the Council. You operate a well organized office and are business-like in most conversations.

You are quite interested in and concerned about programs for the handicapped and you often urge the Council to take a stronger stand in this area. You have three children and one is handicapped so you know first hand what its like.

You might suggest somewhere in the year's planning that the Buchanan Council co-sponsor a conference for vocational teachers of the handicapped. Perhaps your office would join in this effort along with State College if Wilder is willing!?

JAMES CARLING ("Carlie")

Role Assignment

Automotive Mechanics Instructor, Jefferson High School.

Category

Person having special knowledge, experience or qualification with respect to vocation and not involved in the administration of State or local programs.

Role Personality

You are rated as one of the most effective trade teachers in the State. You have an outstanding VICA organization and your school is recognized as one of the best youth leadership development centers in the State.

You came up through the industry, were a tradesman, understand the work of unions and tend to understand many aspects of labor and management. You are called upon each summer to teach or as consultant in one of the leading automotive schools in the State.

You believe the State Council should hear from more of the working people of the State. You encourage the inviting of selected trade leaders to public hearings and other special efforts to hear from the working persons world.

You tend to be strong with respect to work experience in the school curriculum and urge cooperative education in every program.

P. L. Bentley (Patricia or Paul)

Role Assignment

Principal of Kennedy High School, Weston, Buchanan (low income area).

Category

Person representing school systems with large concentrations of academically, socially, economically and culturally disadvantaged students.

Role Personality

You tend to be an excellent leader of compromise in the Council. You are not always comfortable with conflict and you work hard to avoid such. You're considered a "good" school discipline at Kennedy. Parents respect your more authoritarian rule because of the type community you're in. You'd probably be a good "mine", "mill hill" or "factory" principal!

You're a church leader, a member of Kiwanis (key club works with you at the high school) and a stronger supporter of other community civic club activity.

Your spouse teaches in business education at the nearby community college, so you tend to have an education family. You have two sons and both are destined to be excellent fast ball players! You're quite sports minded, too, and Kennedy turns out some "mighty fine" players!

A.B. OATES (Ann or Allen)

Role Assignment

Mayor, City of Madison, Buchanan

Category

Person representative of the general public . . .

Role Personality

You tend to see service on the State Advisory Council as a bit more of an honor and recognition for good work than as an opportunity for service. You sometimes wish the chairperson would be less concerned about activities, attendance and meetings and just have a good dinner meeting occasionally to keep up an acceptable image.

Madison is a thriving city, so your problems as mayor are not great. Re-election has not been difficult in the past and you're sort of coasting along.

You make a great number of community appearances and enjoy especially getting involved in all of the youth club activities in the spring of each year.

Your mate keeps reminding you that you aren't getting any younger, but you feel that you're good for another twenty years yet!

As a politician, maybe you can come up with a few other personality traits you like!

C. C. COLES (Carol or Charles)

Role Assignment

Director of the Buchanan Industrial Development Commission.

Category

Person representing State industrial and economic development . . .

Role Personality

You tend to devote a great deal of time and effort to "selling" Buchanan to new development prospects. Most of your time is spent out of the state with respect to efforts to attract new industry to Buchanan. You work closely with the Governor's office in this regard.

You are not against the work of Ceta but you are not strongly supportive. You've had some past conflict with a prime sponsor and this left you with something of a negative opinion toward similar manpower programs.

You're relatively young and one of the few members of the council who is not married. This leaves you with many other personality characteristics which you may want to share.

L. H. BINGER (Louise or Larry)

ROLE ASSIGNMENT

President of Buchanan Bank and Trust Company, Croton, Buchanan.

Category

Person familiar with program of vocational and technical education.

Role Personality

You are an outstanding business person, having taught accounting for a number of years and served for four years as the Assistant Principal of a comprehensive high school. Your bank has long provided support for local distributive education and business education activities and you speak often to youth groups at the local high school.

You are a member of the advisory committee for the community college so you tend to support increased responsibility for vocational education by this institution.

Other role personalities are quite evident among bankers so we hope you dream up others as we proceed.

WILLIAM RYDER (Bill)

Role Assignment

Regional Manager of General Electric Company.

Category

Person familiar with vocational needs and problems of management and labor in the State . . .

Role Personality

You begun your career as a vocational teacher but moved into the business community after only two years in public education. You're a good manager and have done well with your company.

You tend to apt for less governmental involvement in business and industry and seem to support a very strong independent status for the State Council. You are an outdoorsman and very fond of fishing and hunting. If you miss a Council meeting, its likely to be for a major hunting or fishing outing.

You tend to support all vocational education programs and when present for Council meetings, you are an excellent participant and contributor.

VINCE VANGUARD

Role Assignment

Owner-Manager of Vanguard Welding Service, Industrial City, Buchanan.

Category

Person familiar with vocational needs and problems of management and labor . . .

Role Personality

You tend to be a bit impatient with the bureaucracy and are rather outspoken at times about the waste of taxpayers money on non-relevant education. You strongly support skill training but believe there is little value in a college degree for everyone. You believe most trade teachers can do equally as well without college degrees in vocational education.

You provide on-the-job experience for many school youngsters who seek cooperative education experience while pursuing academic work. You assist local schools and community colleges with numerous adult education welding workshops and short courses.

You've served as a member of vocational education advisory committees and support the State Council's desire to promote local Council operation.

J. L. JENKINS (John or Jane)

Role Assignment

Executive Director, Buchanan State Advisory Council on Vocational Education.

Category

None Relevant here.

Role Personality

You moved from the position of Professor of Education and for a long time have been highly respected in vocational education leadership in the state and nation. You recently replaced a less effective Executive Director so the Council members seem quite pleased with your leadership.

Your background was industrial education and you tend to find much support from the industrial representatives on the council.

You want the Council to become more aggressive and you encourage the examination of new ideas at each opportunity.

One of your great concerns is the independence of the State Council and with a small, but visible conflict with the State Department of Education. You want to be certain that there is not undue influence from the superintendent.

DR. JERRY M. MILES

Role Assignment

Representative of the State Department of Education (Assistant Supervisor Level).

Category

None relevant here.

Role Personality

You are relatively young, not too aggressive and tend to be quietly loyal to the State Director of Vocational Education. You tend to try to lessen any conflict which would arise between the council and the State Department of Education.

You do your job thoroughly and are seen as an excellent representative of the State Department of Education. You are careful not to say anything which would reinforce negative feelings about vocational education at the State level.

Your background was distributive education and you tend to understand good interpersonal relationships and do a reasonable good job in promoting these with the Council.

You're married and have one very young child.

WELCOME TO BUCHANAN

Introduction

For the next three days you will be playing roles as citizens of the simulated State of Buchanan. As you play such roles and as members of the State Advisory Council of this imaginary state, you will examine a dozen or more contemporary concerns and problems of vocational advisory councils in a situation and setting where you can be highly free to think creatively and safely about new ideas and directions for the organization and operation of citizen councils. This process of human interaction makes it possible to examine meanings and concepts without necessarily remaining committed to and accountable for positions taken and ideas advanced when one returns to the real world back home. The simulation technique or strategy has been demonstrated to be an effective way to enhance discovery, creativity and innovation. We trust here that its use will make the seminar more exciting, more meaningful and more enlightning.

It is to these ends that the Planning Committee and the staff and faculty at Virginia Tech have invested an unusually great amount of time and resources to enhance the work of vocational education advisory committees throughout the nation. Much effort has been exerted in gathering data from as many states as possible for the content and process of the seminar. Initially meetings were held with several advisory council leaders from selected states to formulate an opinionaire with which to survey all the state councils in America. This initial opinionaire was reviewed and modified by members of the planning committee prior to being distributed to the more than 50 state councils in the nation. After the survey, several states were visited and ideas and

opinions were magnified through personal interview and discussion. Thus all of the concepts, principles and practices we will employ here are related purposefully to the real world in which you've lived and worked. The experience is simulated, make believe, to be sure, but based upon experiences which should be immediately and meaningfully real to the participants.

You Can Help

We have planned to provide you a great amount of assistance in the seminar. Some thirty faculty, graduate students and council leaders will be present to provide direction and assistance in the general meetings and small group sessions. Yet it is your assistance and cooperation which will really determine the success of our endeavor. We urge you to consider carefully the importance of the following behaviors:

1. Be present and on time for each simulated session of the Buchanan Advisory Council. There are only four meetings during the year and this is one time that you can make a perfect attendance record in just two and one half days!
2. Review carefully all of the materials in your folder including your simulated role and position, your simulated personality and the correspondence pertaining to each council session. Come to each session prepared to play and enjoy your assigned role to the fullest. This will be one of your best chances to get many of your ideas and feelings before your simulated peers without having to be concerned about the particular constraints of back home!
3. Participate fully as a member of your simulated state council. Share the ideas which we've suggested in writing and others which you have on the topics at hand. Raise questions and respond to them. The setting

is particularly designed for openness, discovery, examination, reaction and interaction. Don't feel that you must be "wedded" to a particular position or even to reach concensus on a particular question.

4. Don't feel pressured but relax and enjoy the discussion and interaction of your group and the general sessions. To aid in this process refreshments will be available for an hour (from 9:45 - 10:45 a.m. and 3:15 to 4:15) each morning and afternoon in order that each group can break at its own discretion.
5. Stay with your assigned group throughout the small group sessions in order that your council can be complete, have the input which you are supposed to give and carry out all of the activities which it is supposed to consider. Your presence here will be as critical as your presence in council activity back home.

Your New State

Now let's consider just a "bit" of information about your new state. Buchanan might be considered a creation of several real states in America. It blends the climate and topography of the mid-west with elements of agriculture and tourism of the south and far west. It was admitted to the union in 1827 as the twentieth state and experienced rapid growth in population, transportation and industry through 1865. From about 1865 to 1900 the population of the state trippled. Most spectacular population growth was in areas surrounding the larger cities of the state, particularly Capital City, which has grown from less than 200 in 1949 to 85,000 in 1900 to more than 500,000 today.

The total population of Buchanan is now about 11 million and is expected to reach 11.8 million by 1978. Figure 1 is a map of the state of Buchanan.

Croton
Merlan
Industrial City
Capital City
Weston
Madison River
Brighton River
Madison
Lake City
Mason
Idle Falls
Big City
River City
Junction City
N

FIGURE 1

Presently the state ranks 15 nationally in agricultural production and is the leading producer in several minerals including coal, natural gas, sand and gravel, and limestone.

Five years ago the total value of manufacturing in the state economy was 16.5 billion dollars; second in the nation. The largest single industry in the state is transportation equipment measured both in terms of total income and number of persons employed. Other important industries include primary metals and electrical machinery. During the last five years, almost 3.5 billion dollars in new capital investment has been announced in the state, 1,300 new firms have been established, and 7,000 firms have extended their operations. In addition, almost 350,000 workers have been added to the labor force since that time.

Buchanan is within 600 miles of approximately two-thirds of the nation's population. It is near the heartland of industrial manufacturing in the country. It now ranks second in the nation in the volume of goods exported through the St. Augusta seaway and overland routes to the east and west coast.

The state economy has maintained a healthy increase over the past decade, e.g., the increase of gross state products alone was 42 percent. For the past five years the state ranked fourth in the nation in total personal income while at the same time it was eighteenth in total personal income per child--of school age. Unemployment rate is about 6.8 percent, below the nation's average.

The 20 years between 1940 and 1960 saw an increase of approximately 1,000,000 persons added to the labor force in the state. Next year the labor force is expected to total approximately 4.5 million. The greatest growth will occur in professional and technical jobs. There is expected to be an increasing demand for engineers, scientists, technicians, educators, doctors, economists, statisticians, and other professionals. Over three-fourths of all

men in Buchanan 14 years of age and over are expected to participate in the labor force by next year. By that time also, women will comprise more than one-third of the civilian labor force.

Buchanan's nonwhite workers have made progress over the past few decades in moving up the occupational scale. They have been securing additional professional, clerical, sales, skilled and semiskilled jobs. More opportunities, however, for training these workers are needed, and more assistance should be given to help obtain jobs commensurate with their qualifications.

State Bureau of Vocational-Technical Education

During the past school year, the Bureau of Vocational and Technical Education employed 37 professional and 31 clerical and support personnel. The Bureau of Vocational Rehabilitation included 277 professional and 132 clerical and support persons.

General administration of the Bureau of Vocational and Technical Education is the responsibility of the State Director of Vocational-Technical Education. He is appointed by the State Board of Education, which serves as the State Board of Vocational-Technical Education, upon recommendation of the Superintendent of Public Instruction. He serves at the pleasure of the State Board and reports directly to the Assistant State Superintendent of Vocational-Technical Education and Rehabilitation (For details see the Organizational Chart in Figure 2). His duties are to administer, coordinate, and direct all fields of vocational education, vocational guidance and counseling, vocational teacher education, research, and other services provided by the Bureau of Vocational and Technical Education.

The Bureau is responsible for a wide range of activities including programs in the service areas; in high school, postsecondary and adult vocational

programs. Technical education programs are underway in 13 separate technical schools and in three community colleges. Overall community college education is administered by a separate State Board. The Bureau is also responsible for programs of veterans training, manpower development and training, and works cooperatively with the Bureau of Vocational Rehabilitation.

The Bureau of Vocational-Technical Education is divided into three sections each headed by an assistant director who reports directly to the State Director of Vocational-Technical Education (For details see the Organizational Chart in Figure 3). In some instances the same individual may be assigned two or more of the responsibilities shown on the chart. By the same token, multiple staff are assigned to other responsibilities. The planning unit of the Research and Development Division consists of district coordinators assigned to geographic regions of the state. Their responsibilities include assisting local districts to plan for expansion, extension, and improvement of the total vocational education offerings.

Structure and Organization of Buchanan Vocational Education Advisory Council

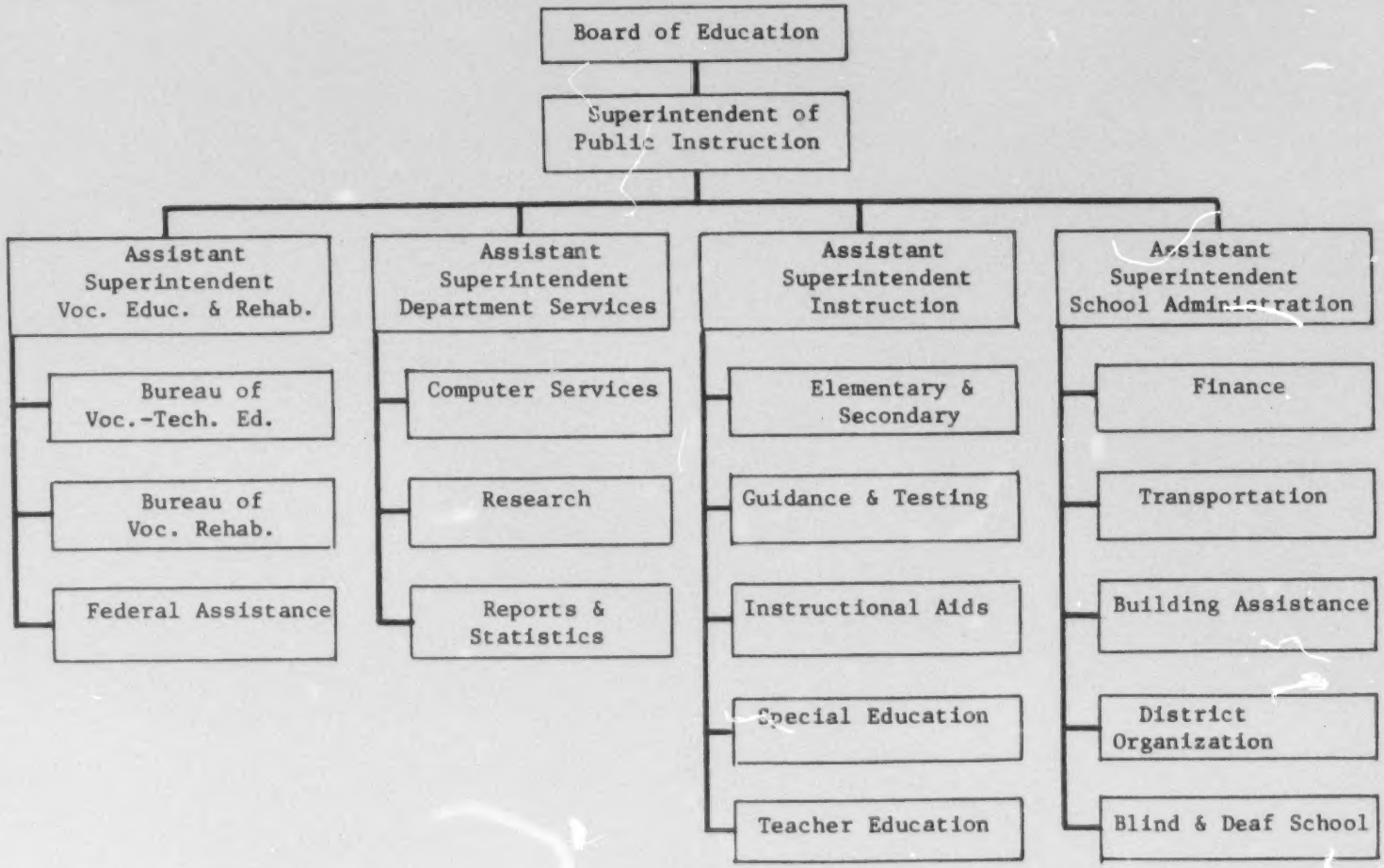
The Buchanan Vocational Education Advisory Council is comprised of fourteen members appointed for three-year terms by the Governor of Buchanan. Each year four or five new council members are appointed, requiring three years for complete rotation of the Council. The Governor also appoints members of the State Board for Vocational Education. The Buchanan State Advisory Council operates primarily on federal support but it has suceeded in gathering an additional allocation of $36,000 from state funds. The organizational chart in Figure 4 indicates the council and its committee structure.

When SACVE was first appointed, they were selected by a governor of the Democratic party. Under such leadership, vocational education seemed to flourish.

Currently the political climate has changed and for the first time in some twelve years, Buchanan has a Republican governor who stresses accountability, fiscal responsibility and austerity. In the interest of efficiency of government, the present administration seeks to reduce state expenditures and thus the SACVE has come under some scrutiny as to the size of its current operation. Further emphasis upon reduction of members of state agencies has caused a few to question the long-range function of the Council.

ORGANIZATIONAL CHART

State Department of Education



ORGANIZATIONAL CHART

Bureau of Vocational-Technical Education

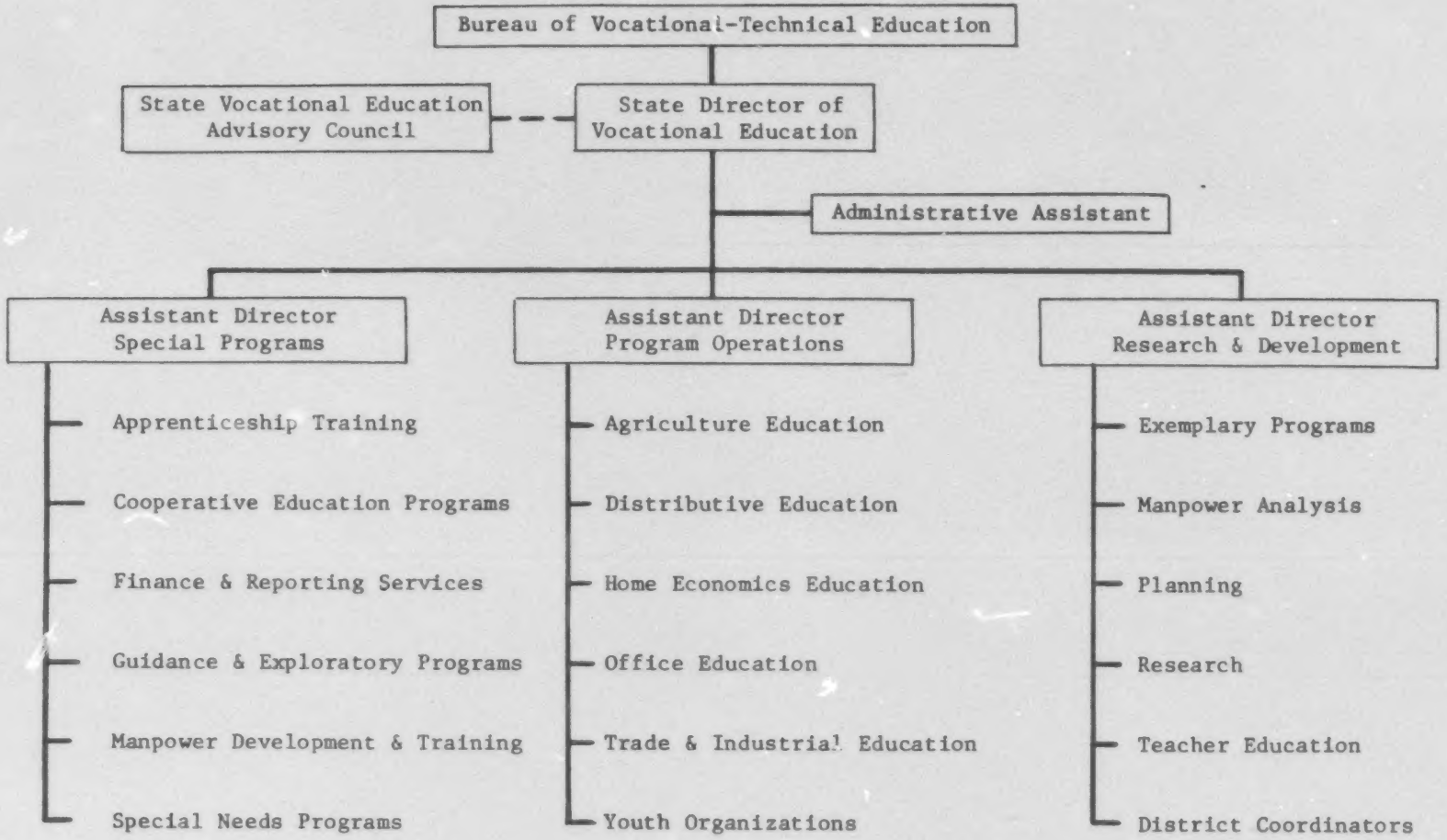


FIGURE 3

ORGANIZATIONAL CHART

BUCHANAN STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Governor

State Advisory Council on Vocational Education

Vice Chairperson Hopkins	Chairperson Burrows	Executive Director Jenkins
Personnel & Housing Hopkins	Program & Projects Ryder	Research & Evaluation Bentley
Adult & Extension Ed. Oates	Vocational Teacher Ed. Wilder	State Plan on Voc. Ed. Williams

Executive Committee
Burrows

Legislation & Funding
Lawson

KEY POINTS TO REMEMBER

You are J. M. Burrows, Chairperson of the Buchannan State Advisory Council. Having reviewed your calendar, you are aware that the fall meeting of the State Advisory Council is scheduled for September 8 at the Ramada Inn. The meeting will begin at 8:30 a.m. in the _____room.

At this point, you should have reviewed the following items in preparation for the fall meeting:

1.0 demographic data for the State of Buchannan
2.0 State Advisory Council handbook
3.0 directory of SAC members
4.0 agenda for fall meeting
5.0 minutes of July 1 meeting
6.0 annual report summary
7.0 Delphi Technique (#1) (pass out at beginning of meeting)
8.0 Research Associates semantic differential instrument
9.0 effectiveness of recommendations of State Advisory Council on Vocational Education from 1973-to present (pass out with the reports)
10.0 role assignment and role personalities of council
11.0 member key points to remember
12.0 in basket letters for winter meeting (pass out at end of fall meeting)
13.0 announce that the winter meeting will be at 2:00 p.m. in the same room. The date will be January 16.

SPECIAL INSTRUCTIONS

1. Call meeting to order and provide a warm welcome to everyone recognizing new members.
2. Ask for approval of minutes recorded at July 1 meeting.
3. Introduce Dr. Jerry Miles who will provide greetings from the State Department of Vocational Education.
4. Review "Annual Report Summary." To generate discussion, ask the following questions:

   "Do you feel these recommendations are specific enough?"
   "What can we do to improve these recommendations?"
   "Have we submitted too many recommendations?"

5. Pass out National Advisory Council questionnaire and explain that this request for information needs immediate attention. All SAC members throughout the nation will contribute to the study. NOTE: Do not use the term Delphi Technique when making reference to the questionnaire.
6. Pass out summary table -- State Advisory Council recommendations and cover letter from Dr. Stat. The cover letter will no doubt generate immediate discussion, but be prepared to ask the following questions:

   "Does anyone wish to comment on this report?"
   "How can we have greater influence on programming for vocational education?"

KEY POINTS TO REMEMBER FOR
COUNCIL MEMBERS FOR THE
FALL COUNCIL MEETING

You are _____, Buchannan State Advisory Council member. Having reviewed your calendar, you are aware that the fall meeting of the State Advisory Council is scheduled for September 8 at the Ramada Inn, Capitol City, Buchannan. The meeting will begin at 8:30 a.m. in the _____room.

At this point, you should have reviewed the following items in preparation for the fall meeting:

1.0 Demographic data for the State of Buchannan
2.0 Advisory Council handbook
3.0 Director of SAC members
4.0 Fall meeting agenda
5.0 Minutes of the July 1 Council meeting
6.0 Annual Report Summary with recommendations
7.0 Your role assignment and personality

BUCHANNAN STATE ADVISORY COUNCIL MEETING
Monday, September 8 - Ramada Inn 8:30 a.m.

AGENDA

1.0 Call to order

2.0 Welcome - J. M. Burrows, Chairperson

3.0 Minutes - July 1 meeting

4.0 Greetings - Dr. Jerry Miles, Associate Director
Vocational Technical Education
State Department of Education

5.0 Review "Annual Report Summary"

6.0 Research and Evaluation Projects

6.1 National Advisory Council questionnaire
6.2 Research Associates Semantic Differential Instrument

7.0 New Business

8.0 Adjournment

MINUTES OF THE BUCHANNAN
STATE ADVISORY COUNCIL FOR VOCATIONAL AND TECHNICAL EDUCATION

July 1

The Buchannan State Advisory Council for Vocational and Technical Education was called to order by Chairperson J. M. Burrows on July 1 at 2:00 p.m. at the Ramada Inn. All members were present.

The first item of business was passage of a Council resolution expressing appreciation for the outstanding service rendered to the Council by Mr. Carl Bryant, Mr. Jason McKay, and Mr. Thomas Lacy, Sr. The resolution was read by Chairperson Burrows and unanimously adopted by the full Council. Terms of office for these members expire August 30. New members P. L. Bentley, Daniel Dorr and Vince Vangard were welcomed.

The second item of business was a concern expressed by Mr. Bryant that the Council had not been receiving the State Plan for Vocational Education with sufficient time to review it while the Plan was in the process of development. Other members shared this concern. No action was taken by Council except to express their concern that they be involved early in the development of the Plan.

The third item of business was a tentative report from the executive director on the recommendations Council will include in its fall report to the State Board for Vocational Education. Final action on these recommendations was delayed until the fall meeting.

The fourth item of business was to approve a plan of action for the coming year beginning in September. A part of this plan was to commission and approve several studies. The first was an "image" study of the Council in the state; the second an effectiveness study of the Council and its activities with special emphasis on its recommendations; third, interfacing with other agencies; fourth, providing leadership for extending and expanding advisory committees to local vocational programs. The plan was presented by Executive Director Jenkins and unanimous approval was given by the Council.

The meeting adjourned at the regular time.

Respectfully submitted,

A. M. Carter

A. M. Carter
Secretary to Executive Director

STATE OF BUCHANNAN
SUMMARY ANNUAL REPORT
STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Introduction

The Buchannan State Advisory Council on Vocational Education was created by Congress through the Vocational Education Amendments of 1968. Its members, drawn from a cross section of the public, are appointed by the Governor. The Council is charged by law to advise the State Board of Education concerning the operation of vocational education programs, make recommendations for the improvement of vocational education programs, services, and activities, and to make annual reports. This is a summary of the sixth annual report of the Buchannan State Advisory Council on Vocational Education and was prepared and submitted in compliance with the regulations of Public Law 90-576. The full report was transmitted to the Commissioner of Education, U.S. Office of Education, and to the Chairperson of the National Advisory Council on Vocational Education. This summary of the sixth annual report comprises only the specific recommendations made by the Advisory Council.

Recommendations

1. The State Board of Education should, in cooperation with institutions of higher learning, strengthen the state-wide-system of inservice training programs, seminars, and workshops relating to teacher, supervisory, and administrative education.

2. The State Board of Education should establish, or cause to be established, organizational patterns for the administration of vocational education in keeping with the responsibilities and nature of these programs - programs spanning the formal educational system from secondary to post-secondary education. Organizational patterns established must allow those speaking for vocational education to articulate effectively and forcefully the needs, missions, and priorities of vocational education at the highest levels of decision making. The Council also recommends to the State Board of Education that it include relevant vocational education experiences in the certification requirements for school administrators.

3. The State Board of Education should provide incentive to school districts for; (1) supporting accelerated or concentrated courses, where necessary, to retrain the under-employed for available jobs as quickly as possible, combining classroom instruction with supplemental on-the-job training where applicable; (2) coordinating programs with other skill training opportunities, such as the Comprehensive Employment and Training Act to prevent duplication; and (3) strengthening family life education in areas of high unemployment.

4. The State Board of Education should take a more aggressive role in encouraging each school division receiving State and Federal funds for vocational education to establish a general vocational education advisory committee. It is also recommended that these committees be organized in accordance with guidelines established by the State Division of Vocational Education and that this Division also provide local school systems assistance in establishing the advisory committees.

5. The State Board of Education, the State Community College Board, the State Council on Higher Education, the Legislature, and the Governor's Office should assign vocational education programs top priority in the appropriation of funds to the various vocational education programs and agencies.

6. The State Board of Education should continue its efforts for the implementation and financing of career education in every district. The industrial and business community must be encouraged to participate in the career education program.

7. The State Board of Education should initiate or expand programs for the handicapped, disadvantaged, and special needs students in every planning district, with a major financial expenditure for such supportive services as psychological and guidance and counseling, and specialized instruction.

8. The State Board of Education should strongly urge the local schools to place more emphasis on good work habits, attitudes, pride in craftsmanship, and quality of work.

9. The State Board of Education should strongly encourage local schools to develop alternative schools for vocational education.

10. The State Board of Education should encourage greater emphasis in the local school systems on the expansion of job development and job placement programs in cooperation with the vocational education programs.

11. The State Board of Education should alleviate the inhibiting factors in securing vocational enrollment in the schools of Buchannan.

12. The State Board of Education should urge that all federal funds available for all types of vocational education and/or training or retraining, be channeled through the United States Office of Education and its counterparts at state and local levels.

13. The State Board of Education should develop detailed plans to attract and recruit minority instructors and students into vocational education programs at high school and community college levels.

14. The State Board of Education should encourage legislation to eliminate the restrictions which prevent high school graduates from taking licensing examinations through programs at the high school level. This restriction is placed on high school students even though they are prepared to meet the Standards for Licensing by completing the high school level programs.

INSTRUCTIONS

The purpose of this study is to measure the meaning of a concept, the Buchanan State Advisory Council on Vocational Education, by having various people make judgments against a series of descriptive scales. When making your judgments, please be sure to rate the concept on what it means to you. On another page you will find the concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how to use the scales: If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair __X__:____:____:____:____:____:____ unfair

or

fair ____:____:____:____:____:____:__X__ unfair

If you feel the concept is quite closely related to one or the other end of the scale (but not extremely so), you should place your mark as follows:

strong ____:__X__:____:____:____:____:____ weak

strong ____:____:____:____:____:__X__:____ weak

If the concept is only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active ____:____:__X__:____:____:____:____ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you are judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your mark in the middle space:

safe ____:____:____:__X__:____:____:____ unsafe

IMPORTANT: (1) Place your marks in the middle of spaces, not on boundaries:

This -- Not This

X

____:____:____:__X__:____:____:____

(2) Be sure you check every scale--do not omit any.
(3) Never put more than one check mark on a single scale.

Do not try to remember how you checked similar items earlier on the test. Make each item a separate judgment. Work at a fairly high speed.

Do not worry or puzzle over individual items; it is your first impressions, the immediate "feelings" that we want. On the other hand, please do not be careless, because we want your true impression.

BUCHANAN STATE ADVISORY COUNCIL ON
VOCATIONAL EDUCATION

good	____:____:____:____:____:____:____	bad
unimportant	____:____:____:____:____:____:____	important
active	____:____:____:____:____:____:____	inactive
leader	____:____:____:____:____:____:____	follower
weak	____:____:____:____:____:____:____	strong
communicable	____:____:____:____:____:____:____	uncommunicable
useful	____:____:____:____:____:____:____	unuseful
worthless	____:____:____:____:____:____:____	valuable
political	____:____:____:____:____:____:____	apolitical
known	____:____:____:____:____:____:____	unknown
biased	____:____:____:____:____:____:____	objective
successful	____:____:____:____:____:____:____	unsuccessful
disreputable	____:____:____:____:____:____:____	reputable
foolish	____:____:____:____:____:____:____	wise
progressive	____:____:____:____:____:____:____	regressive

R E S E A R C H A S S O C I A T E S

J. L. Jenkins
Executive Director
State Advisory Council on
Vocational Education
Mason Office Building
Capitol City, Buchannan 24345

Dear J. L.:

This is to serve as a letter of transmittal of our research report entitled, "Effectiveness of Recommendations of State Advisory Council on Vocational Education from 1973 to present." This research project was undertaken by our organization as a result of contractual agreements with the State Advisory Council on Vocational Education. As you will notice in the attached report, each recommendation is listed by year with accompanying notation as to whether the recommendation was: (1) substantially accomplished, (2) some progress made, or (3) little or not noticeable progress. Data to make these judgments were obtained from State Department of Education Statistical Reports, questionnaire studies involving directors of local vocational education programs, structured interviews with State Department personnel, state legislators, and open meetings with students, teachers, and parents. Please note we have included current recommendations which you have developed tentatively for the current year. This should help you predict progress which you can expect if these recommendations go forward.

I believe the accompanying table presenting the results of this study is self-explanatory. Overall it appears that the recommendations of your Advisory Council have had limited effect on programming for vocational education in the State of Buchannan. Even with recommendations where substantial accomplishment was noted, there is little evidence to suggest that your Council was directly responsible for the accomplishment observed.

I would like to thank the Council for this opportunity to be of service to vocational education in the State of Buchannan.

Sincerely,

George L. Stat
Research Associate

jwl

SUMMARY TABLE

STATE ADVISORY COUNCIL RECOMMENDATIONS

1973 to Present

	Substantially Accomplished	Some Progress	Little or No Progress
1973 Recommendations:			
1.		X	
2.			X
3.			X
4.		X	
5.			X
1974 Recommendations:			
6.	X		
7.			X
3. (Repeat of 1973)			
8.	X		
9.			X
10.		X	
1975 Recommendations:			
11.	X		
12.			X
3. (Repeat of 1973)			
13.		X	
14.		X	
10. (Repeat of 1974)			
15.			X
16.		X	
17.		X	

	Substantially Accomplished	Some Progress	Little or No Progress
Current Recommendations:			
11. (Repeat of 1975)			
18.		X	
3. (Repeat of 1973)			
19.		X	
20.			X
10. (Repeat of 1974)			
21.		X	
22.	X		
14. (Repeat of 1975)			
23.			X
16. (Repeat of 1975)			
24.		X	
17. (Repeat of 1975)			
25.		X	

Total Recommendations 1973 to Present	--	25
Substantially Accomplished	--	4
Some Progress	--	12
Little or No Progress	--	9

SUMMARY OF ADVISORY COUNCIL RECOMMENDATIONS
1973- To Present

1. Consideration should again be given to establishing and implementing a Research Coordinating Unit which would be attached to an appropriate university or college, and the state should appropriate sufficient resources to conduct continuous research in and for specific fields in occupational education. A professional person competent in research procedures should be assigned to the Advisory Council's headquarters staff.

2. A data system adequate to serve current and recurring needs of the Advisory Council on Vocational Education should be established for planning, programming, and evaluating and reporting.

3. The State Board of Education should provide incentive to school districts for: (1) supporting accelerated or concentrated courses, where necessary, to retrain the under-employed for available jobs as quickly as possible, combining classroom instruction with supplemental on-the-job training where applicable; (2) coordinating programs with other skill training opportunities, such as the Comprehensive Employment and Training Act to prevent duplication; and (3) strengthening family life education in areas of high unemployment.

4. Local schools should be encouraged to consider the imperative importance and the necessity for job placement and periodic follow-up of those who enter the world of work as an integral phase of occupational education.

5. Articulation of programs between the junior high schools and the high schools, between the high schools and community colleges, and among the high schools, apprenticeship programs, community colleges, and senior institutions should be researched and improved so that more students will be able to continue effectively their job preparation in breadth and depth as they move from one level of formal schooling to another.

6. The State Advisory Council on Vocational Education should be adequately staffed, equipped, and housed so as to render effective service to its mandated responsibilities of advising the State Board in the formulation of long-range and annual planning and in the evaluation of the effectiveness of implementation of the State Plan for the "year under review".

7. While general understanding of the role of vocational education in public education has greatly improved in recent years, much remains to be done in this important effort. Outdated perspectives of vocational and technical education, harmful opinions about work, and unrealistic attitudes toward collegiate education continue to hamper the development of a positive image of vocational education. Parents, students, professional educators, business and labor leaders, and the general public must be made aware continually of the critical need to expand and improve vocational opportunities for youth and adults for both economic and social reasons. It is important that the State Board of Education and the State Board for Community Colleges strengthen their current activities in public information with respect to vocational education.

8. In trying to analyze and recommend ways to improve the vocational education delivery system, the Advisory Council has not previously acknowledged the important role played by the vocational student organizations. The Advisory Council believes that students in each area of vocational education should have the opportunity to participate in organizational activity programs in the area of their occupational interest and preparation. The goals of the respective organizations should be to involve all vocational education students in the wide range of activities provided by the organizations. The Advisory Council is highly supportive of Buchanan vocational student organizations and would strongly encourage the appropriate staffs (local and state) to make a special effort toward increasing the membership of vocational students in the vocational student organizations and strengthening those organizations in every way possible.

9. The State Advisory Council recommends that the State Board of Education work with the State Council for Higher Education, the State Board for Community Colleges, and the colleges and universities in the State which offer programs for the training of professional personnel in vocational education to increase the supply of teachers, supervisors, administrators, counselors, and researchers.

10. The State Board of Education should continue its efforts for the implementation and financing of career education in every district. The industrial and business community must be encouraged to participate in the career education program.

11. The Buchanan Advisory Council on Vocational Education in its efforts to assist and advise the State Board of Education in the improvement and expansion of vocational education recommends to the State Board of Education that the Division of Vocational Education build into its Vocational Education Management Information System a component that would provide up-to-date information on the availability and utilization of vocational education facilities and equipment in the Vocational Technical Centers and the comprehensive high schools. This same recommendation is directed to the State Board for Community Colleges. Data of this type are needed for the Advisory Council to make evaluative judgments about unnecessary program duplication between the community colleges and the public schools, program expansion possibilities in present facilities, the need for additional facilities, and the general overall utilization effectiveness of present facilities and equipment.

12. The Advisory Council on Vocational Education recommends that the State Board of Education assume the leadership role in conducting the necessary research to develop graduation requirements reflecting achievement of competencies and which would describe the sequential development of job entry skills for the vocational specialties included in the school's instructional programs. The research would indicate what skills or competencies a student has acquired when he completes or leaves a particular course. This research is important, not only at the high school level, but at the community college level as well, and it is necessary to effect the articulation of courses and programs between the high schools and community colleges. Further, it is highly important in working with employers in the placement of students.

13. The State Board of Education should, in cooperation with institutions of higher learning, strengthen the state-wide system of inservice training programs, seminars, and workshops relating to teacher, supervisory, and administrative education.

14. The State Board of Education should establish, or cause to be established, organizational patterns for the administration of vocational education in keeping with the responsibilities and nature of these programs--programs spanning the formal educational system from secondary to postsecondary education. Organizational patterns established must allow those speaking for vocational education to articulate effectively and forcefully the needs, missions, and priorities of vocational education at the highest levels of decision making. The Council also recommends to the State Board of Education that it include relevant vocational education experiences in the certification requirements for school administrators.

15. The State Board of Education should take a more aggressive role in encouraging each school division receiving State and Federal funds for vocational education to establish a general vocational education advisory committee. It is also recommended that these committees be organized in accordance with guidelines established by the State Division of Vocational Education and that this Division also provide local school systems assistance in establishing the advisory committee.

16. The State Board of Education, the State Community College Board, the State Council on Higher Education, the Legislature, and the Governor's Office should assign vocational education programs top priority in the appropriation of funds to the various vocational education programs and agencies.

17. The State Board of Education should initiate or expand programs for the handicapped, disadvantaged, and special needs students in every planning district, with a major financial expenditure for such supportive services as psychological and guidance and counseling, and specialized instruction.

18. The State Board of Education should strongly urge the local schools to place more emphasis on good work habits, attitudes, pride in craftsmanship, and quality of work.

19. The State Board of Education should strongly encourage local schools to develop alternative schools for vocational education.

20. The State Board of Education should encourage greater emphasis in the local school systems on the expansion of job development and job placement programs in cooperation with the vocational education programs.

21. The State Board of Education should alleviate the inhibiting factors in securing vocational enrollment in the schools of Buchanan.

22. The State Board of Education should urge that all federal funds available for all types of vocational education and/or training or retraining, be channeled through the United States Office of Education and its counterparts at state and local levels.

23. The State Board of Education should develop detailed plans to attract and recruit minority instructors and students into vocational education programs at high school and community college levels.

24. The State Board of Education should encourage legislation to eliminate the restrictions which prevent high school graduates from taking licensing examinations through programs at the high school level. This restriction is placed on high school students even though they are prepared to meet the Standards for Licensing by completing the high school level programs.

25. The State Board of Education should move with speed in the development and expansion of programs in allied health occupations and public service occupations to meet growing employment needs in these areas during the next decade.

SPECIAL INSTRUCTIONS FOR
DR. GERALD HOPKINS FOR
FALL MEETING

When the Chairperson asks for comments on the recommendations in the Annual Report Summary, express your opinion that making recommendations is a difficult matter that seems to stay with the Council. Suggest the Council review the recommendations one at a time and eliminate those that are vague in their wording.

SPECIAL INSTRUCTION FOR
R. L. LAWSON
FALL MEETING

R. L. Lawson should ask* to be recognized by the Chairperson for the purpose of expressing his/her views on when the Council gets the state plan. Also R. L. Lawson requests that his/her name be recorded in the minutes of the fall meeting supporting the views of Mr. Bryant even though Mr. Bryant is no longer a member of the Council. R. L. Lawson should state that someone must keep urging the State Department to get the state plan to the Council in time to properly and thoroughly review the plan while it is in the developmental phase.

*Ask for recognition before Dr. Jerry Miles makes his report.

SPECIAL INSTRUCTIONS FOR
DANIEL DORR FOR
FALL MEETING

When the Chairperson asks for comments on the recommendations in the Annual Report Summary and after D. W. Williams and Carl Korb have expressed their opinions, make the point that the standing committee felt the number was necessary to cover the needs of vocational education in Buchannan; however, the standing committee would welcome wording changes that might reduce vague or unclear recommendations.

SPECIAL INSTRUCTIONS FOR
D. W. WILLIAMS
FALL MEETING

When the Chairperson calls for discussion on the recommendations in the Annual Report Summary, you should express your opinion that the recommendations seem vague to you and may need clarification. Also remark that as a state Senator it would be difficult to draft legislation, if any might be needed, on these recommendations.

SPECIAL INSTRUCTIONS FOR
CARL KORB FOR
FALL MEETING

When the Chairperson calls for comments and discussion on the recommendations in the Annual Report Summary, express your opinion that there are too many for the State Board to act on and the number should be reduced to not more than three to seven.

SPECIAL INSTRUCTIONS FOR
J. L. JENKINS, EXECUTIVE DIRECTOR
FALL MEETING

When the Chairperson asks for comments on the recommendations in the Annual Report, you may wish to state that these recommendations come from the standing committee on the annual report and the recommendations were based on Council research reports, public hearing held by the Council, and statistical data from the State Department of Education. You should express a willingness on your part and that of the committee to make whatever changes that will strengthen the recommendations.

SPECIAL INSTRUCTIONS FOR
DR. JERRY MILES
FALL MEETING

This is a sample format you may wish to use for your report.

1. Express greeting and regrets from Dr. Robert Pugh, State Director of Vocational Education. Explain that Dr. Pugh had a previous commitment to attend a national meeting of State Directors in Colorado.

2. Report that:

   a. Preliminary data shows statewide enrollment in secondary vocational education is up 6% over the previous year.

   b. The same data shows the enrollments for minorities, women, handicapped, and persons with special needs is up only 1.4% over the previous year. You had expected about 4% increase and you are not sure how to account for these data.

   c. Dr. Jane Barker has been employed on the state staff to supervise and give leadership to further developing occupational home economics programs.

3. Make a personal response to R. L. Lawson - explain that the state staff work load is tremendous. The Vocational Education Division is understaffed. Promise to try to do better in the coming year.

MAJOR INTERRUPTION
FOR FALL COUNCIL MEETING*

The Executive Director of the Buchannan Vocational Education Association has just called with the following message:

The Governor's Advisory Budget Commission has just released its proposed budget recommendation to the current session of the legislature. The recommended amount for Vocational Education is fifteen percent below the request made by the State Board for Vocational Education. Many of the recommendations made by the Council cannot be implemented if this 15% reduction is finally accepted by the House and Senate Appropriations Committee. The Executive Director is asking the Council to work formally or informally to get the 15% restored.

* Use this interruption only if the fall simulation session seems to need a shot in the arm!

BUCHANNAN STATE ADVISORY COUNCIL MEETING
Monday, January 16 2:00 p.m.

AGENDA

1.0 Call to order

2.0 Welcome - J. M. Burrows, Chairperson

3.0 Minutes - September 8 meeting

4.0 Second National Advisory Council questionnaire

5.0 Report from Dr. Jerry Miles

6.0 Review of Public Hearing reports

7.0 Development of Local Advisory Councils

7.1 Lafayette Plan

8.0 Correspondence from interested citizens

9.0 Advisory Council member attendance report

10.0 Letter asking Council to move

11.0 Adjournment

KEY POINTS TO REMEMBER FOR
COUNCIL MEMBER FOR THE
WINTER COUNCIL MEMBERS

You are _____, Buchannan State Advisory Council member. Having reviewed your calendar, you are aware that the winter meeting of the State Advisory Council is scheduled for January 16 at Capitol City, Buchannan. The meeting will begin at 2 PM in the _____room.

At this point, you should have reviewed the following items in preparation for the winter meeting:

1.0 agenda for winter meeting
2.0 proceedings from the October 14, 21 meetings
3.0 letter asking Council to move its offices

KEY POINTS TO REMEMBER

You are J. M. Burrows, Chairperson of the Buchannan State Advisory Council. Having reviewed your calendar, you are aware that the winter meeting of the State Advisory Council is scheduled for January 16 at Capitol City. The meeting will begin at 2:00 p.m.

At this point, you should have reviewed the following items in preparation for the fall meeting:

1.0 minutes of September 8 meeting (graduate students will supply)
2.0 agenda for winter meeting
3.0 ask for report from Dr. Jerry Miles
4.0 Delphi Technique (#2)
5.0 proceedings of October 14 public hearings
6.0 proceedings of October 21 public hearings
7.0 letter from Ed V. Council which deals with development of local advisory councils
8.0 letter dealing with opportunities for women in vocational education
9.0 attendance record of council members
10.0 letter asking council to move - the executive director has already sent copies to the members

SPECIAL INSTRUCTIONS

1. Call meeting to order -- welcome everyone.
2. Ask for reading and approval of minutes recorded at September 8 meeting.
3. Pass out copy of National Advisory Council questionnaire and repeat instructions given at last meeting.
4. Discuss the summary of public hearing reports. Members of the council will no doubt notice that the October 14 meeting was not very well attended, nor was it very productive. Planning appears to be a problem. The October 21 meeting, on the other hand, was well attended and very productive. To generate discussion, raise the following questions:

   "Does anyone wish to comment on either hearing?"
   "Mr. Jenkins, do you have any comments to make regarding this situation?"
   "Do you feel we need to draft specific guidelines for future public hearings?"

5. Distribute letters from Lafayette Executive Director and provide time for each person to study it. Determine how much support exists for this plan by directing questions to selected members. Finally, ask for a vote on this plan and announce the results. Provide for additional discussion if time permits.
6. Pass out copies of correspondence received from citizens living in Buchannan. Open the floor for discussion and try to determine if any council members agree that minority students are counseled into vocational education, and women are counseled out of vocational education. Some possible questions appear below:

   "Should minority group students be counseled into vocational education?"
   "Do we give enough attention to recruitment of female students for our vocational-technical programs?"

7. Pass out attendance report. In the strongest terms possible, tell the group that this erratic attendance cannot continue. After a three to five minute "lecture" regarding the responsibilities of an advisory council member, stop and let silence prevail. Someone should say something.
8. Ask for comments and suggestions as to what the council should do with this letter. Ask if the superintendent may be over stepping his authority?

BUCHANNAN STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION
PROCEEDINGS OF PUBLIC HEARING
AT WESTON, BUCHANNAN

Summary

October 14,

One of the responsibilities of the Buchanan State Advisory Council on Vocational Education is to hold public hearings and meetings at which the general public is given the opportunity to express views concerning vocational education. This is a brief summary of the report of the October 14, 1975, meeting held at Weston. The local preparation for the meetings was the responsibility of a local director of vocational education, Mr. John Henderson. An announcement was made in the local newspapers to publicize the public hearing and all persons wishing to speak were asked to contact Mr. Henderson so they could be placed on the agenda. Four persons requested to speak and were added to the agenda.

Twenty-five persons attended the public hearing, which was covered by a local newspaper. Three of the four persons on the agenda spoke at the hearing. Also, two persons from the audience made brief presentations. The hearing lasted approximately 50 minutes. Following is a brief listing of comments made at the public hearing:

> "I think it is a shame there aren't more persons attending this public hearing. With millions of dollars being spent on vocational education you would think that more people would be interested in what's going on. I think we need to do a better job in vocational education relating labor market demands to training opportunities. It doesn't do anyone any good if they are trained for jobs that don't exist."
>
> "I own a private business school and I don't think it is fair competition to have the same types of programs offered at the taxpayer's expense."

"It seems like vocational education is the wave of the future. How come more students aren't aware of these programs? It seems like all students should know about vocational education programs. I know some parents who think vocational education is the same as special education."

"Vocational Education seems to be designed to channel minorities and women into the dead end jobs. Bricklaying and automotive mechanics for blacks, cosmotology, practical nursing and secretarial science for women. It seems to me this Council should see to it that any subject is open to any student regardless of race, sex, or national origin."

"I do not agree with the last person when she said women were delegated to traditional female job classifications. It seems to me that young women are counseled or guided away from vocational education and into liberal arts subjects."

Several other topics were covered in this hearing. These included vocational education for adults, related apprenticeship training, cooperative education, and in addition there was some concern expressed regarding funding for vocational education and duplication of programs among private schools, public high schools, community colleges, and adult education. The Council feels that although attendance at this public hearing was lower than would be desired, there were several opinions and concerns expressed which require attention by educational personnel.

BUCHANNAN STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

PROCEEDINGS OF PUBLIC HEARING

AT LAKE CITY, BUCHANNAN

Summary

October 21

One of the responsibilities of the Buchannan State Advisory Council on Vocational Education is to hold public meetings and hearings at which the general public is given opportunity to express views concerning vocational, occupational, and career education. This is a brief summary resort of the March 15 meeting held in Lake City. In preparation for this meeting, letters were sent to potential speakers who might like to make position statements - teachers, guidance counselors, propri tary school operators, P.T.A. members, parents, students, and the business and industrial personnel who hire the products of vocational education. Local Chambers of Commerce were solicited for their help and support. A tremendous response was received and more people wanted to participate than time would permit. The program was finally limited to 20 speakers.

The hearing was advertised for several months in the Buchannan Advisory Council monthly Newsletter, more than 1,500 flyers were mailed, radio and television stations were contacted, and announcements appeared in local newspapers. As a result of the promotional activity, more than 300 persons registered to attend the public hearing. The meeting was covered by television, radio, and state and local newspapers. The audience itself was composed of leaders from business, industry, labor, education, agriculture, and parents and other interested citizens. Although a full transcript of the public hearing appears in the complete proceedings, a few citations will be made here:

"Vocational education needs to provide more technicians in Buchanan. As a regional recruiter covering several states, we have to go outside Buchanan to supply our needs."

"Educational programs must have an available job market for the skill. It doesn't do anyone any good if there aren't jobs for graduates of the training program."

"Deal with students as people. Expand the vocational programs to serve more students. We need more realistic guidance programs below the ninth grade as well as in high schools. Job placement services are almost totally non-existant."

"We need more and better career education and career guidance programs at all levels in our schools so students can make well informed career decisions. Most students choose now on very little information or knowledge."

"We must eliminate the stigma of vocational education as a ticket to second class citizenship. We must do something about the image problem."

"We must develop curricula which meet job specifications and requirements." Instructors and counselors must be qualified and should be paid more than regular public school teachers because of their dual skills."

"I think vocational education is just great and wish there were programs like this when I went through school. I have a son who finished the carpentry program last year and is now making more then $5.00 per hour."

The above provide only an overview of the opinions expressed in this public hearing. The hearing generated an increased awareness of many areas which require action in the months ahead. It is one of the roles of this Advisory Council to create communication and awareness. We feel as a result of this two-way communication the educational leadership in the State is in a better position to alleviate problems and to create solutions.

April 6,

J. L. Jenkins
Executive Director
Buchannan State Advisory
Council
Mason Office Building
Capitol City, Buchannan 24345

Dear J.L.:

As you will recall when the Council was initially established, state office space was at an extremely high premium, and there was an agreement between the Council, the Governor and his Director of General services that the Council could rent office space for the executive director in a privately owned office building. I believe that you have been in your present space for the last five years, and my office has been serving as your fiscal agent for the same period of time.

As you may be aware, the state has completed two additional office buildings and the Department of Education has been moved to one of these new facilities. There is adequate space for the Council available in these buildings and therefore, I am requesting that the Council, at the termination of its current lease contract, move its office space to the state owned buildings. There will be a savings of at least $.25 per square foot per year, and the executive director will have ready access to our State Director of Vocational Education. I feel that these are two substantive reasons for my making this request, and please give me your decision within the next three weeks. I am looking forward to having the Council as part of our team here in the State Department of Education.

Sincerely,

Harry C. Burkhart

Harry C. Burkhart, Ph. D.
Superintendent of
Public Instruction
State of Buchannan

dmb

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STATE OF LAFAYETTE

STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

J. L. Jenkins
Executive Director
State Advisory Council on
Vocational Education
Mason Office Building
Capitol City, Buchannan 24345

Dear J. L.:

I am writing in response to your letter of March 8 in which you requested information regarding our program to encourage local vocational education programs to initiate and develop local general advisory councils. As you may know, in past years we have had a great deal of difficulty getting local school divisions to develop well functioning advisory councils on vocational education. When polled to determine reasons for the lack of development of these councils, financing was cited as the overwhelming problem.

In an effort to overcome this obstacle, our Advisory Council on Vocational Education agreed to reimburse each local school division through the State Department on Vocational Education up to $100 for each of three general advisory council meetings per year, or a maximum of up to $300 for each local school division during any one school year. The resulting activity throughout the state of Lafayette has been most gratifying. At the end of the first year of the reimbursement program, 75% of the local school divisions in our State had formed a general advisory and had met at least once. This is compared with 26% the year before initiating the plan. It is the opinion of our State Superintendent of Education and our State Director of Vocational Education agree that this has been a most worthwhile investment of educational dollars and we expect to continue providing this type of incentive.

I hope the above is of some assistance to you in the development of Buchannan's plans to encourage local advisory councils for vocational education. Please feel free to contact me again if I can be of further help to you.

Sincerely,

S. A. Jackson
Executive Director
Lafayette Advisory Council
on Vocational Education

dmb

October 30,

J. L. Jenkins
Executive Director
Buchannan State Advisory Council on
Vocational and Technical Education
Mason Office Building
Capitol City, Buchannan 24345

Dear Executive Director:

I read in the paper about the recent public hearing you held on vocational education. Why didn't you announce it in the paper ahead of time? Were you afraid that interested parents like myself might attend? I feel that it is time for the citizens of this state to stand up and express our concerns on vocational education, but how can we when you don't publicize your hearings?

In fact, I believe that it is time for you and your high and mighty council to come down to earth and listen to the local people in the community. If you were brave enough to discard your secret meetings and open up to the public you would find that the local citizens are concerned because their daughters are not allowed to enter a vocational program of their choice just because they are girls. When are you going to stop discriminating against women? It is against the law now you know.

I would appreciate being informed about the next hearing before it is held. If I am not notified ahead of time you can be sure that <u>you will hear from me</u>!

Sincerely,

M. James Johnson

Mr. James Johnson
Weston, Buchannan

dmb

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August 15,

Dr. Robert Pugh
State Director of
Vocational Education
State Capitol Buchannan 24345

Dear Dr. Pugh:

During the past few years I have made several attempts to organize a Local Advisory Council. I have not been successful at this point due to lack of funds. Please let me know if you can provide funds or help secure funds for the establishment and operation of the Local Advisory Council. I would appreciate any assistance you could provide.

Sincerely,

John Powell

John Powell
Local Director
Jones County
Junction City, Buchannan 24345

dmb

September 2,

J. L. Jenkins
Executive Director
Buchannan State Advisory Council on
Vocational and Technical Education
Mason Office Building
Capitol City, Buchannan 24345

Dear J. L.:

I have received a request for funds to help establish a Local Advisory Council. As you know legislation recommends the establishment of these councils. I would like the State Advisory Council's assistance in implementing local advisory councils across the state.

Attached you will find a copy of a letter from a Local Director. Please consider ways you may assist Mr. Powell and other Local Directors in establishing Local Advisory Councils.

Sincerely,

Bob

Dr. Robert Pugh, Ph. D.
State Director
Vocational Education

dmb

Attachment

June 25,

J. L. Jenkins
Executive Director
Buchannan State Advisory Council on
Vocational and Technical Education
Mason Office Building
Capitol City, Buchannan 24345

Dear J. L.:

Thank you for the opportunity to make a presentation at the hearing in Weston on vocational education. It is important for local organizations to be able to express concerns in vocational education to the State Advisory Council.

As indicated at the hearing, our organization is concerned about the channeling of minority groups out of the regular academic program and into the vocational education program. What plans have you made and what can you do to correct this problem?

Please send me a progress report concerning this issue.

Sincerely,

Beth Mason

Beth Mason
President
American Federation of Women

dmb

BUCHANNAN STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

(Attendance record)

1975- To Present

Council Members	Fall Meeting	Winter Meeting	Spring Meeting	Summer Meeting	Public Hearing I (Lake City)	Public Hearing II (Weston)	Special Called Meeting
1. William Ryder	x	x	x		x		x
2. L. H. Binger	x					x	x
3. C. C. Coles		x	x				x
4. B. H. Wilder	x		x	x		x	x
5. D. W. Williams	x	x	x	x	x	x	x
6. P. L. Bentley	x	x				x	
7. A. B. Oates		x		x	x	x	x
8. Carl Korb	x		x	x	x		
9. Mr. Jason McKay	x	x	x	x	x	x	x
10. R. L. Lawson	x			x	x		x
11. M. Daniel Dorr	x	x				x	
12. Mr. Carl Bryant	x		x	x	x		x
13. Mr. Thomas Lacy, Sr.		x					x
14. Dr. Gerald B. Hopkins	x	x	x	x	x	x	x
15. Mr. J. M. Burrows	x	x		x	x		x
16. Vince Jangard	x					x	
17. James Carling	x	x		x	x		

SPECIAL INSTRUCTIONS FOR
JAMES CARLING FOR THE
WINTER MEETING

When the Chairperson asks for comments on the public hearings, you comment that you feel the Council should go to a different public hearing format and invite only special groups. This will tend to get specific opinions from specific groups that the Council wishes to hear from.

SPECIAL INSTRUCTIONS FOR
J. L. JENKINS FOR
WINTER MEETING

1. Be prepared to make comments or answer questions directed to you on the public hearing results, the letter from James Johnson, and Beth Mason.

2. When the Chairperson asks for comments on the letter from Superintendent Burkhart, you make the comment that you will abide by the wishes of the Council but you would prefer not to move. Express the opinion that being too close to the state office would tend to confuse the public and might result in the Council losing its identity.

SPECIAL INSTRUCTIONS FOR
VINCE VANGARD FOR
WINTER MEETING

When the Chairperson asks for comments on Superintendent Burkhart's letter and after J. L. Jenkins has commented, make the point that it is your understanding according to the Council handbook that the Council is supposed to be independent and you advocate changing fiscal agents and telling the Superintendent to go to hell! Ask Dr. Jerry Miles what he knows about the letter.

SPECIAL INSTRUCTIONS FOR
DR. JERRY MILES FOR
WINTER MEETING

When the Chairperson asks for your report, you may want to respond as follows:

1. Again express regrets for Dr. Pugh. He is ill with the flu and cannot attend.

2. The fall data on enrollments have been corrected

   a. total enrollment was up 6.890
   b. minority, women etc. up 1.990

3. Report that the State Division offices have been moved to the New State Office Building, 4th floor

You should claim no knowledge regarding Superintendent Burkhart's letter.

SPECIAL INSTRUCTIONS FOR
P. L. BENTLEY FOR THE
WINTER MEETING

When the Chairperson asks for comments on the letter from Superintendent Burkhart, make the point that we now have a governor that was elected on a platform of economy in government and that you feel he would look with favor on the Council if they would move.

SPECIAL INSTRUCTIONS FOR
A. B. OATES FOR THE
WINTER MEETING

After the Chairperson makes his/her remarks on the attendance record of the Council members, make the point that all the members are busy and that if he will notice three members have a better record than the Chairperson.

MAJOR INTERRUPTION FOR THE
WINTER COUNCIL MEETING*

J. L. Jenkins' secretary has just received the following telephone message:

The U.S. Senate Committee on Education has just voted to recommend that a Super Board for Vocational Education be created in each state for the purpose of allocating Federal Vocational Education funds. Each agency with any interest in Vocational Education can apply to this Super Board for funding. This means that the State Board for Vocational Education must apply to the proposed Super Board for its funding. The National Director wants advice and help on this matter.

*Use this interruption only if the winter session seems to need a shot in the arm.

BUCHANNAN STATE ADVISORY COUNCIL MEETING
Tuesday, April 13 8:30 a.m.

AGENDA

1.0 Call to order

2.0 Welcome - J. M. Burrows, Chairperson

3.0 Minutes - January 16 meeting

4.0 Third National Advisory Council questionnaire

5.0 Report from Jerry Miles

6.0 Report on agencies interfacing with advisory council

7.0 Approval of State Plan for Vocational Education

8.0 CETA correspondence

9.0 Adjournment

KEY POINTS TO REMEMBER

You are J. M. Burrows, Chairperson of the Buchannan State Advisory Council. Having reviewed your calendar, you are aware that the spring meeting of the State Advisory Council is scheduled for April 13 at the Ramada Inn. The meeting will begin at 8:30 a.m. in room _____.

At this point, you should have reviewed the following items in preparation for the spring meeting:

1. minutes of the January 16 meeting
2. agenda for spring meeting
3. Delphi Technique (#3)
4. agencies interfacing with Advisory Council memo
5. letter from State Director of Vocational Education requesting approval of the State Plan
6. correspondence from Joe Johnson and John Day regarding CETA project

SPECIAL INSTRUCTIONS

1. Call meeting to order -- welcome members
2. Ask for reading and approval of minutes recorded at January 16 meeting
3. Pass out copy of third National Advisory Council questionnaire and repeat instructions given at last meeting
4. Pass out memo which provides council members with an opportunity to rank various agencies whcch may interface with advisory council. After all council members have completed the ranking procedure, raise the following questions:

   "Do you think we can agree on the top three agencies? Dr. Hopkins, would you share with us your first, second and third choices?"

   "Mr. Lawson, will you tell us your first, second and third choice?"

   Try to develop group consensus regarding the three most important agencies.

   NOTE: You may wish to develop group consensus regarding the top <u>five</u> most important agencies. Be sure to use the ranking approach in either case. Force the group to make a decision. In some cases, you may wish to take a vote.

5. Pass out letter from State Director requesting approval of State Plan. Without displaying any emotion, open the floor to discussion. Let group reaction develop in a natural way without stimulation from yourself. After the members have expressed their views, seek group consensus regarding the proper course of action.
6. Review the correspondence regarding a cooperative project with CETA. Solicit views from the group. Try to involve persons who have not had the opportunity to comment frequently throughout the afternoon.
7. Call for new business.
8. Call for motion to adjourn.

KEY POINTS TO REMEMBER FOR COUNCIL MEMBER FOR
THE SPRING COUNCIL MEETING

You are _____, Buchannan State Advisory Council member. Having reviewed your calendar, you are aware that the spring meeting of the State Advisory Council is scheduled for April 13 at Capitol City, Buchannan. The meeting will begin at 3:30 AM in room _____.

At this point, you should have reviewed the following items in preparation for the spring meeting:

1.0 agenda for spring meeting
2.0 letter relating to CETA proposal

STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

CAPITOL CITY, BUCHANNAN 24345

March 19,

TO: Members of Buchannan State Advisory Committee on Vocational Education

FROM: J. L. Jenkins

SUBJECT: Cooperative Funding with CETA

Enclosed you will find two letters concerning cooperative funding with CETA. Please review them and respond to elements implied or inferred in the correspondence at the Spring Council meeting.

dmb

Enclosure

BUCHANNAN STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

TO: STATE ADVISORY COUNCIL MEMBERS

FROM: J. L. JENKINS, EXECUTIVE DIRECTOR

SUBJECT: AGENCIES INTERFACING WITH ADVISORY COUNCIL

In our efforts to publicize the work of the council and promote vocational education, we have worked with a number of private and public agencies during the last few years. I believe we have now reached a point where we need to concentrate our efforts toward expanding cooperative relationships with a more limited number of such organizations. Below, I have listed a number of agencies which can make significant contributions to vocational education. In an effort to focus our attention where it will have the most pay off for vocational education, I will appreciate it if you will rank the following organizations from 1-20 regarding their importance to vocational education. Give a ranking of "1" to the agency or organization most important, a ranking of "2" for the next most important, etc.

Thank you for your assistance with this project. I'll share the results with you at our next meeting.

Rank	Organization
____	State Chamber of Commerce
____	State Employment Services
____	Manpower Training Services (CETA)
____	State Board of Education (also Vocational Education)
____	State Department of Education
____	State Division of Vocational Rehabilitation
____	Buchannan State University, Division of Vocational Education
____	Rotary Club
____	National Alliance of Businessmen
____	State Education Association
____	State Vocational Association
____	State Superintendents' Association
____	NAACP

____ State Legislature

____ State Board for Community Colleges

____ National Organization for Women (Buchannan Chapter)

____ Governor of Buchannan

____ AFL-CIO

____ NACVE

____ General Contractors Association of Buchannan

March 19,

Mr. Joe Johnson
State Director
Manpower Training Services
Capitol City, Buchannan 24345

Dear Mr. Johnson:

I have been informed that there is a possibility of having a cooperative project with CETA and vocational education funds. I am interested in such a project. Please clarify CETA's role and position in regards to a cooperative funded project.

Sincerely,

John Day

John Day
Madison Director
Manpower Training Services

vlj

April 6,

J. L. Jenkins
Executive Director
Buchannan State Advisory Council
on Vocational and Technical Education
Mason Office Building
Capitol City, Buchannan 24345

Dear J. L.:

Under separate cover I am sending you and the Council members copies of the revised State Plan for Vocational Education for approval as soon as possible. The Plan must be mailed to the U. S. Office within the next seven days and I would appreciate the Council signing the Plan.

I regret the late date but the press of time has made it impossible for us to mail the Plan to you earlier.

Regards,

Dr. Robert Pugh
State Director
Vocational Education

vlj

March 19,

J. L. Jenkins
Executive Director
Buchannan State Advisory
Council on Vocational and
Technical Education
Mason Office Building
Capitol City, Buchannan 24345

Dear J. L.:

I have been approached to fund a project on a 50/50 basis (50% CETA and 50% Vocational) with vocational education. We have never done this before. I'm seeking clarification as to the position that should be taken concerning this request.

The future looks promising. If this type of cooperative funding is enacted, shouldn't we be represented on the appropriate planning committee. Please give me your reaction to this proposal as soon as possible.

Sincerely,

Joe Johnson

Joe Johnson
State Director
Manpower Training Services

vlj

SPECIAL INSTRUCTIONS FOR
B. H. WILDER FOR
SPRING MEETING

When discussion on the agency interfacing memo is asked for by the Chairperson, you make the point that you understand the purpose of the Council is to advise the State Board for Vocational Education and that you fail to see why cooperative relationships with other agencies is important at all.

SPECIAL INSTRUCTIONS FOR
C. C. COLES FOR
SPRING MEETING

When discussion on the letters from Mr. John Day and Joe Johnson is requested by the Chairperson, express the opinion that the Council should not react to this request for fear that the Council may find itself between CETA and other vocational programs some day. Be prepared to further discuss your position and answer questions.

SPECIAL INSTRUCTIONS FOR
J. L. JENKINS FOR
SPRING MEETING

When the agency interfacing memo is brought up for discussion, explain that you feel the Council should begin concentrating its efforts to build a closer working relationship between various public and private agencies for greater public relations efforts, and to extend the Council's influence.

Further explain this is your idea mainly and that you hope the Council will agree that it is a good idea. Follow this by saying that you will be guided by the wishes of the Council if they do not feel the idea has merit.

SPECIAL INSTRUCTIONS FOR
DR. JERRY MILES FOR
SPRING MEETING

When the letter from the State Director is brought up for discussion, ask to be recognized by the Chairperson and make the following points:

Admit that you have promised the Council that the State Department would try to get the State Plan to the Council earlier. Explain that with this last legislative session the staff simply did not have time to develop the Plan and supply the legislature with information it requested on almost a daily basis.

SPECIAL INSTRUCTIONS FOR
A. B. OATES FOR
SPRING MEETING

When comments or discussion is asked for on the agency interfacing memo from J. L. Jenkins, express your opinion that all of these agencies seem equally important and that the Council should be concerned not with importance but the quality of the cooperative relationship. Ask how can quality be improved.

KEY POINTS TO REMEMBER

You are J. M. Burrows, Chairperson of the Buchanan State Advisory Council. Having reviewed your calendar, you are aware that the summer meeting of the State Advisory Council is scheduled for July 1, 1977, at the Ramada Inn. The meeting will be held in room _____.

At this point, you should have reviewed the following items in preparation for the summer meeting.

1.0 minutes of the April 13, 1977 meeting
2.0 agenda for summer meeting
3.0 committee assignments
4.0 proposal to reorganize State Advisory Council

SPECIAL INSTRUCTIONS

1. Call meeting to order -- welcome members.
2. Ask for reading and approval of minutes recorded at April 13, 1977 meeting.
3. Pass out copy of third National Advisory Council questionnaire and repeat instructions given at last meeting.
4. Call for committee reports. Allow time for discussion of each report and take appropriate action where necessary.
5. Solicit group discussion regarding proposal to reorganize the SAC. Try to achieve group consensus regarding appropriate action.
6. Pass out copies of memo from Research Associates which reports on the "Image Study." Allow group sufficient time to discuss this information, then pass out summary of sematic differential research involving SAC members. Allow for discussion of findings.

   NOTE: The SAC members will no doubt rate their own work much higher. Raise the question: "Are we seeing objectively regarding our work?"

7. Pass out and discuss letters from Governor Lynn, Senator Ridley, and Chancellor Daly. Encourage discussion and take action if needed.
8. Pass out and discuss Jefferson Plan for orientation and in-service for new State Advisory Council members.
9. Call for new business.
10. Call for adjournment.

KEY POINTS TO REMEMBER FOR
COUNCIL MEMBERS FOR THE
SUMMER COUNCIL MEETING

You are _____, Buchannan State Advisory Council member. Having reviewed your calendar, you are aware that the Summer Meeting of the State Advisory Council is scheduled for July 1. at Capitol City, Buchannan. The meeting will begin at 8:30 a.m. in the _____room.

At this point, you should have reviewed the following items in preparation for the Summer Meeting.

1.0 Agenda for the summer meeting.
2.0 Proposal to reorganize the State Advisory Council.
3.0 "Image Study" conducted by Research Associates
4.0 Jefferson Plan for orientation and in-service for new State Advisory Council members.

BUCHANNAN STATE ADVISORY COUNCIL MEETING

Tuesday, July 1 2:00 p.m.

AGENDA

1.0 Call to order

2.0 Welcome - J. M. Burrows, Chairperson

3.0 Minutes - April 13 meeting

4.0 Fourth National Advisory Council questionnaire

5.0 Committee Reports

- 5.1 Program and Projects
- 5.2 Research and Evaluation
- 5.3 Legislation and Funding

6.0 Proposal to reorganize State Advisory Council

7.0 Report from Research Associates

8.0 Correspondence

- 8.1 Letter from Governor _____
- 8.2 Letter from Senator _____
- 8.3 Letter from Chancellor _____

9.0 Jefferson Plan for Orientation and In-Service Training for New SAC members

10.0 Adjournment

Committee Report
Program and Projects

The Program and Projects Committee doesn't have anything new to report. Our projects seem to be moving along well and we need to complete some of the on-going activities before we suggest others.

We were going to have a committee meeting last week, but too many of our members had conflicts so we couldn't meet.

There is some interest in a youth project and maybe we can consider this prior to our next meeting. If anyone has any good ideas for the committee, we'd be glad to hear about them.

Respectfully submitted,

Carl Korb

Carl Korb for William Ryder

Committee Report
Research and Evaluation

The committee on Research and Evaluation has not met formally since our previous report last fall. The chairperson has been in contact with other committee members to determine several research projects with which our council should be concerned and we have talked to the Executive Director about the projects he believes we should consider.

There seems to be some interest in making a survey of facilities for vocational education in Buchanan but no one seems to know how we should get started. Perhaps we ought to refer this one to Mr. Jenkins for his consideration.

Another research project we thought about doing was something on how guidance and counseling is going in the state, but we were not able to find a counselor who would help us with this study.

We want to have our committee meet before the next meeting to come up with some good projects for the coming year.

Respectfully submitted,

P. L. Bentley

P. L. Bentley

PLAN OF ORGANIZATION

LAFAYETTE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

The Lafayette State Advisory Council on Vocational Education is comprised of eighteen members and is organized into the Executive Committee and 3-7 project committees or task forces on major concerns of the Council during each calendar year. During the current year, the project committees include the following:

1. Local Advisory Council Planning and Promotion
2. Formulation and Evaluation of the State Plan for Vocational Education
3. Youth Leadership Seminar Planning and Promotion
4. Secondary, Post-Secondary Articulation Conference Planning and Promotion
5. Facilities Utilization Survey and Evaluation Study

As each project committee completes its work, it goes out of existence and its members are free to join another newly created task force. This procedure enables the Council to concentrate a greater amount of its resources on current problems and concerns. It also means that the number of committees may fluctuate during each year. Since the executive committee is comprised of the Chairman, Vice Chairman and Task Force Chairmen, the size of the executive committee may also change during the year as a committee or task force completes its assignment and is dismissed.

Lafayette has experienced greater success with the current organization plan than with its previous structure which included the executive committee and seven standing committees. These previous committees were:

1. State Plan on Vocational Education
2. Legislation and Funding
3. Personnel and Housing

4. Program and Projects

5. Research and Evaluation

6. Adult and Extension Program

7. Vocational Teacher Education

Members of the Lafayette Council feel that the new structure has these advantages over the previous:

1. Sustained and greater interest in the work of the task force by the members of that group.
2. Opportunity to deal effectively with a greater number of concerns in a given calendar year.
3. Reduction of number of routine concerns with which former committees dealt.
4. Ease of allocating substantial amount of manpower to a problem area at the time it is considered.

PROPOSAL FOR REORGANIZATION

BUCHANAN STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

It is proposed that the Buchanan State Advisory Council on Vocational Education reorganize from its current standing committee structure to one of task forces or ad hoc committees similar to those of Lafayette. We believe the reorganization will enable the Council to respond more effectively to the mandate of program evaluation, advisement and vocational education promotion in the state. The following rationale is offered as a basis for reorganization:

1. Standing committees have tended to become stagnant and outlived their effectiveness.
2. Standing committees have tended to develop such a progressively larger list of routine concerns that they cannot channel its energy to a few paramount concerns.
3. Members of standing committees have tended to lose interest and attendance has seemed to decrease.

Committee Report
Legislation and Funding

The committee on Legislation and Funding has met twice since our previous report to the council. One of these meetings was in Capital City with the State Director of Vocational-Technical Education. There is a feeling that the coming year will be a better one for Vocational Education. We've written letters to the Governor and key members of the Legislature encouraging greater support for vocational education during the coming year and offering the councils' full support in the promotion of vocational education across the state.

Our committee is recommending that the council join the University and the State Department of Education in co-sponsoring a public forum on vocational education in the state. We want to invite one of our state legislators and a member of congress from Buchanan to speak at the forum. We have a great amount of interest in this endeavor.

The committee has also contacted members of congress from our state to encourage strong support for vocational education legislation in the Key and Jenkins Bill. As we discussed in our last meeting, this seems to be the best bill now pending before congress. Buchanan will profit much if each legislation is passed.

Respectfully submitted,

R. L. Lawson

May 15

J. L. Jenkins
Executive Director
State Advisory Council on
Vocational Education
Mason Office Building
Capitol City, Buchannan 24345

Dear J. L.:

We are pleased to share with you our plan for orientation and inservice of new members of the Jefferson State Advisory Council on Vocational Education. The plan was designed in 1973 by Dr. I. B. Brilliant of State University and has been well accepted by all of those who have become members of the Jefferson Council during the past three years. Essential features of the plan include a 24-hour workshop during August of each year at the Fox Ridge Mountain Resort inthe western part of the state. Both old and new members participate with the experienced ones helping the new ones become acquainted with the work of the Council.

The annual orientation and inservice workshop usually begins with a dinner meeting on Thursday evening and concludes with lunch on the following Sunday. Among the topics considered have been the following:

1. Rationale for vocational education advisory councils in the contemporary society

    a. Selection and appointment
    b. Organization and utilization
    c. Evaluation

2. Organization and operation of the State Advisory Council on Vocational Education

    a. Establishment
    b. Appointment by Governor or State Board of Education
    c. Certification
    d. Membership
    e. Functions and responsibilities
    f. Finance and budget
    g. Annual report and recommendations
    h. The State Plan for Vocational Education
    i. Research and evaluation studies
    j. Meetings
    k. Staff

3. Interfacing with key education organizations and agencies

   a. State Board of Education
   b. Legislature and Governor's Office
   c. Business and industry
   d. Higher Education agencies

4. Relationships with other Advisory Councils on Vocational Education

   a. The National Council
   b. Local Councils

5. Service on the State Advisory Council

   a. Commitment
   b. The advising process
   c. Rewards

6. Developing the Annual Plan of Work for the Council

   a. Organizing the Council
   b. Determining programs and activities for emphasis
   c. Assigning responsibilities

A number of consultants are used throughout the workshop. These include the State Director of Vocational Education, a teacher educator from the University, a member of the National Council, the State Community College Director, and a local Director of Vocational Education. Each of these consultants has been most helpful in the past.

We trust this brief overview has been helpful to you. We would be pleased to provide other information upon your request and would welcome you as a guest at our next workshop.

We look forward to seeing you in Washington next month.

Sincerely,

Polly Tishion, Research Associate
Jefferson State Advisory Council
on Vocational Education

ms

RESEARCH ASSOCIATES

J. L. Jenkins
Executive Director
State Advisory Council on
Vocational Education
Mason Office Building
Capitol City, Buchannan 24345

Dear J. L.:

Attached please find the results of the "Image Study" of the Buchannan State Advisory Council on Vocational Education. This study was completed by our organization according to our contractual agreement of August 12. As you will notice, we used a 15-item semantic differential as the research technique. Members of the State Legislature, personnel from the State Division of Vocational Education, and local administrators of vocational education were the primary groups sampled for purposes of this study. The attached graphically presents the results of this investigation.

It is my understanding that the Advisory Council itself has completed a copy of this instrument. From this, your Council can compare its perceptions with those of the other three groups.

Please feel free to contact me at any time if I can be of further assistance to you and the Council.

Sincerely,

George L. Stat

George L. Stat, Ph.D.
Research Associate

jwl

The Semantic Differential

The semantic differential is a technique developed by Osgood and his associates (1957) for measuring psychological meaning of things, usually concepts, objects, or people--to individuals or groups of people. In essence, the semantic differential procedure allows researchers to probe into both the intensity and content of a respondent's attitudes toward concepts. This is accomplished by asking the respondent to rate the concept according to a set of descriptive (adjectives or phrases) polar opposites rating scales.

As shown in the figure below, the respondent may be given a set of pairs of antonyms, the extremes of pairing being separated by seven (assumed) equal intervals. For each set of polar adjectives, the respondent is asked to judge the "Administrator" along a seven-point scale.

Administrator

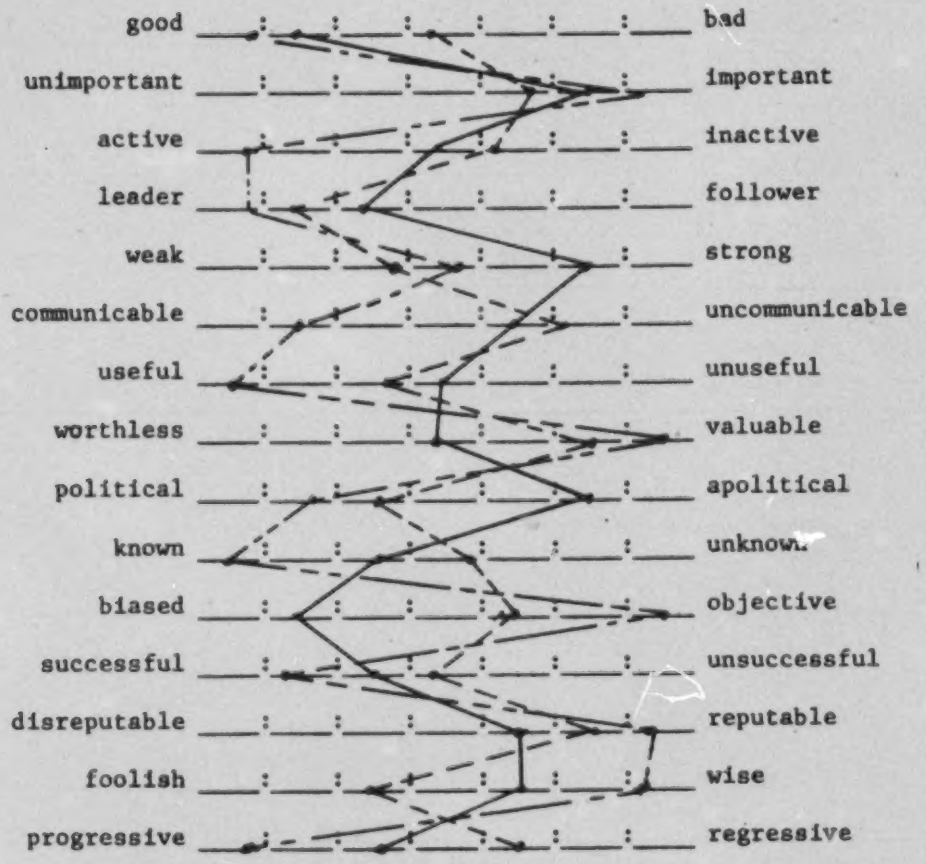
powerful	X : ___ : ___ : ___ : ___ : ___ : ___	weak
reliable	___ : X : ___ : ___ : ___ : ___ : ___	nonreliable
modern	___ : ___ : ___ : X : ___ : ___ : ___	old fashioned
warm	___ : ___ : ___ : ___ : ___ : X : ___	cold
deliberate	___ : X : ___ : ___ : ___ : ___ : ___	careless

The semantic differential is usually administered by personal interview, although reliable results have been achieved by mail. Respondents are asked to complete the semantic differential as quickly and honestly as possible and not to puzzle over any particular scale or concept.

After completion, profiles can be developed from the technique. Here, two or more groups can be contrasted on how they perceive the concepts.

Charles E. Osgood, George J. Suci, and Percy H. Tannenbaum, The Measurement of Meaning (Urbana: University of Illinois Press, 1957).

BUCHANAN STATE ADVISORY COUNCIL ON
VOCATIONAL EDUCATION



State Legislature ————————————

State Division of Vocational Education — — — — — —

Local Vocational Administrators — — ———— — — ————

KEY POINTS TO REMEMBER

You are J. M. Burrows, Chairperson of the Buchannan State Advisory Council. Having reviewed your calendar, you are aware that the summer meeting of the State Advisory Council is scheduled for July 1. The meeting will be held in room _____.

At this point, you should have reviewed the following items in preparation for the summer meeting.

1.0 minutes of the April 13 meeting
2.0 agenda for summer meeting
3.0 committee assignments
4.0 proposal to reorganize State Advisory Council

SPECIAL INSTRUCTIONS

1. Call meeting to order -- welcome members.
2. Ask for reading and approval of minutes recorded at April 13 meeting.
3. Pass out copy of third National Advisory Council questionnaire and repeat instructions given at last meeting.
4. Call for committee reports. Allow time for discussion of each report and take appropriate action where necessary.
5. Solicit group discussion regarding proposal to reorganize the SAC. Try to achieve group consensus regarding appropriate action.
6. Pass out copies of memo from Research Associates which reports on the "Image Study." Allow group sufficient time to discuss this information, then pass out summary of sematic differential research involving SAC members. Allow for discussion of findings.

   NOTE: The SAC members will no doubt rate their own work much higher. Raise the question: "Are we seeing objectively regarding our work?"

7. Pass out and discuss letters from Governor Lynn, Senator Ridley, and Chancellor Daly. Encourage discussion and take action if needed.
8. Pass out and discuss Jefferson Plan for orientation and in-service for new State Advisory Council members.
9. Call for new business.
10. Call for adjournment.

March 19

J. M. Burrows
Chairperson
Buchannan State Advisory
Council
Mason Office Building
Capitol City, Buchannan 24345

Dear J. M.:

This letter is to request support for the American Association of Community Junior College bill on Vocational Education that is currently before the Congress. As you may be aware, a significant percentage of the total vocational and technical education in the State of Buchannan is carried by our State Community College system, and as you are also aware I am sure, currently only a small percent of the federal monies that are allocated under the vocational education act can be used for post secondary education.

The community college board feels that additional money should be made available for post secondary education and we further feel that an endorsement by the Buchannan State Advisory Council on Vocational Education would lend considerable support to this bill with our Congressional Delegation and possibly be a most significant effort in its passage by the Congress.

Sincerely yours,

Charles

Dr. Charles Daly
State Chancellor
Buchannan Community
College System

jwl

151

March 19

J. M. Burrows
Chairperson
Buchannan State Advisory
Council
Mason Office Building
Capitol City, Buchannan 24345

Dear J. M.:

As you know I was elected Governor of the State of Buchannan on a platform of economy in government. Since my election, I have had an executive study committee reviewing the various agencies providing services to the State of Buchannan. As part of the review, your final reports and other publications have been thoroughly reviewed in an effort to determine the impact of the State Advisory Council on Vocational Education in our state.

We are of the opinion at this time that the Council could possibly have had greater impact than it has demonstrated up to this point. Therefore, I would like to challenge the Council to provide me and the executive study committee with justification for the continuation of the Council beyond the current fiscal year.

While the records show that you have made several important contributions to vocational education in our state, and I am indebted to each of you for your fine service, one has to wonder if these monies could be better spent for other purposes.

Sincerely yours,

Glen Lynn

Glen Lynn
Governor
State of Buchannan

jwl

March 19

J. M. Burrows
Chairperson
Buchannan State Advisory
Council
Mason Office Building
Capitol City, Buchannan 24345

Dear J. M.:

As you know, the last legislature authorized a legislative study commission to study all of education in the State of Buchannan. I chair the subcommittee on vocational education and in studying the total vocational education effort in the state of Buchannan, it seems to be apparent that there has been considerable expenditure of monies by the State Advisory Council on Vocational Education and we see little tangible evidence that these funds have significantly altered vocational education in our state.

While I am aware of the federal legislature establishing the advisory council and the "advisory" role you plan, it is the tentative conclusion of the subcommittee that the benefits gained from the Council are not commensurate with their expenditures of the funds. We, therefore, request a response from your Council to this letter prior to finalizing our recommendation in the study committee report. This report should be published in August.

Sincerely,

Jackson Ridley

Jackson Ridley
Senator
State of Buchannan

jwl

SPECIAL INSTRUCTIONS FOR
B. H. WILDER FOR
SUMMER MEETING

When discussion is asked for on the Image Study, express your opinion that the Council image seems o.k, and as long as the Council is doing its job why be concerned with its image.

SPECIAL INSTRUCTIONS FOR
J. L. JENKINS FOR
SUMMER MEETING

When the Chairperson asks for a discussion on the proposal to reorganize the Council, express your opinion that the Standing Committee arrangement seems to keep some members active all the time only on issues related to a particular committee. Indicate that you feel the suggested ad hoc organization would lend itself to more Council members being involved but for shorter periods of time. Express your hope that the Council will adopt the new proposal but only after complete and thorough discussion.

SPECIAL INSTRUCTIONS FOR
M. DANIEL DORR FOR
SUMMER MEETING

When discussion is called for in the Jefferson Plan to orient new Council members, indicate that you favor this because when you were a new member this orientation and in-service would have helped you be a better member of the Buchannan Council.

154

SPECIAL INSTRUCTIONS FOR
D. W. WILLIAMS FOR
SUMMER MEETING

When discussion is called for on the letters from Governor Lynn, Senator Ridley and Chancellor Daly, express your opinion that the Council is largely funded with federal dollars, that the purpose of the Council is advisory and that you personally feel the Council should acknowledge receipt of the latter and then ask each for their opinion. On the Chancellor's letter, indicate the Council will study the request.

THE DELPHI TECHNIQUE

The Delphi Technique was originally developed during the 1950's by the Rand Corporation in an effort to develop a procedure to obtain, refine, and use group information more effectively. Although the earliest studies were focused on improving the statistical treatment of groups of individual opinions, a feedback feature was later introduced. The rationale behind the technique is that "two heads are better than one" when exact knowledge is not available for the issue or problem involved.

Simply stated, the Delphi Technique involves the use of questionnaires to obtain opinions from individuals in the following manner:

1. The first questionnaire may request a list of opinions from participants involving experienced judgment, such as a list of predictions or recommended activities.

2. On the second round, each expert participant receives a copy of all the opinions, and is asked to rate or evaluate each opinion by some stated criteria, such as the importance of the opinions, probability of success, etc.

3. The third questionnaire includes the list of opinions, the consensus ratings, and in effect asks the experts either to revise their opinions or else to specify their reasons for remaining outside the consensus.

4. The fourth questionnaire normally includes the opinion list, group ratings, the consensus and minority opinions, and also provides a final chance for revision of individual opinions.

While the procedure has been widely used while attempting to predict long-range developments in defense, economics, research, and education, it also can be used to encourage convergence of opinion or at least a majority opinion and a clearly defined minority opinion as a basis for formulating goals, setting priorities, and forecasting the future for the purposes of planning.

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D. W. WILLIAMS FOR
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GOAL STATEMENTS

By means of group consensus, you and your colleagues have indicated the ten goals listed below should be of major concern for state and national advisory councils over the next five years. The goals are ranked in descending order of priority.

1. To provide more students with salable skills.
2. To provide access to voc-ed for all.
3. To develop through cooperative agencies in the state a total manpower delivery system.
4. To increase the quality of the instructors in their fields.
5. To develop stronger ties with industry.
6. To improve articulation/coordination of students going on from secondary to post-secondary education.
7. To improve the quality of voc-ed teacher preparation.
8. To increase communication between employer needs and voc-tech educators through increased use of active local advisory committees.
9. To evaluate availability of voc-ed for all citizens of the state as to accessibility of location, types of courses, etc.
10. To improve the image of vocational education.

Five-Year Goals

*We need your help in determining overall goals in vocational education for the next five years in America. As leaders in Vocational Education you have the responsibility for guiding the national vocational effort.

In the space below please list up to 10 goals with which you feel the state and national advisory councils should be concerned over the next five years. One example might be to increase state and national funding for vocational education. A second might be to increase the supply of certified vocational teachers in the trades.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

GOAL STATEMENTS

This questionnaire is designed to ascertain the importance you place on the goals for vocational education suggested by you and your colleagues. After each statement, indicate the relative importance of goals suggested in the fall sessions by circling one of the following code numbers in the blank to the right of each statement.

1. Most Important
2. Somewhat Important
3. Of Little Importance
4. Not Important

1. To provide better monitoring and research assessments related to improving the quality of learning.	1	2	3	4
2. To develop through cooperative agencies in the state a total manpower delivery system.	1	2	3	4
3. To evaluate availability of voc-ed for all citizens of the state as to accessibility of location, types of courses, etc.	1	2	3	4
4. To refine methods of data collecting regarding job needs, unemployment, etc.	1	2	3	4
5. To support student clubs for service areas.	1	2	3	4
6. To promote national manpower planning with projections of future needs and trends -- instead of crisis reaction approach we now have.	1	2	3	4
7. To provide comprehensive voc-ed offerings available to all citizens.	1	2	3	4
8. To coordinate budgets processes with state-federal funding to speed implementation of program changes.	1	2	3	4
9. To separate funds for career education for all levels of students.	1	2	3	4
10. To provide re-training with adequate living stipends for all persons whose job skills become obsolete.	1	2	3	4
11. To consider higher education costs in areas like territories (Virgin Islands, Puerto Rico, Trust Territories, etc.).	1	2	3	4

1- Most Important
2- Somewhat Important
3- Of Little Importance
4- Not Important

12. To identify the vocational needs of people by population so that recommendations can be made for funding by levels.	1	2	3	4
13. To provide state funding (some equitable formula) to increase council staffs.	1	2	3	4
14. To provide realistic (competitive) salaries for vocational teachers.	1	2	3	4
15. To increase federal and state funding, especially for construction and handicapped and disadvantaged, youth organizations.	1	2	3	4
16. To recognize that vocational funds are primarily state and local, not federal, and let us set our own priorities.	1	2	3	4
17. To increase funding to keep pace with expansion of VE programs.	1	2	3	4
18. To more closely assess budgeting to administrative costs.	1	2	3	4
19. To develop a clearer definition of the mission of vocational education.	1	2	3	4
20. To form more regional and local (craft) advisory committees.	1	2	3	4
21. To encourage more effective community involvement in advisory function for vocational education.	1	2	3	4
22. To develop "technologies programs" that overlap many vocational areas rather than just one or a few.	1	2	3	4
23. To provide more public relations and information to the public on vocational education.	1	2	3	4
24. To improve the work ethic concept among youth.	1	2	3	4
25. To develop comp. based programs for student and instructors. Also comp. based administrative profiles.	1	2	3	4
26. To develop a system for informing the students of supply/demand in various occupations.	1	2	3	4

1- Most Important
2- Somewhat Important
3- Of Little Importance
4- Not Important

27. To develop articulation between all levels of education.	1	2	3	4
28. To develop new programs for upgrading the underemployed -- night classes.	1	2	3	4
29. To improve communications with the state board.	1	2	3	4
30. To establish relevance of training to the job market.	1	2	3	4
31. To make dollars go as far as possible, by enlisting active help and support from business and industry in every way, including community programs.	1	2	3	4
32. To overcome inertia in devising new programs for emerging jobs.	1	2	3	4
33. To expand vocational exploration.	1	2	3	4
34. To extend vocational education opportunities to all students, especially in remote and rural areas as well as urban.	1	2	3	4
35. To develop easy access to adult, post secondary training and retraining programs.	1	2	3	4
36. To design more effective placement systems for voc-tech programs.	1	2	3	4
37. To develop stronger ties with industry.	1	2	3	4
38. To substantially improve and expand cooperative education.	1	2	3	4
39. To develop apprentice programs -- union and non-union.	1	2	3	4
40. To develop a network job placement specialist across the state.	1	2	3	4
41. To formulate a national policy on vocational education.	1	2	3	4
42. To remove stereotyped job descriptions.	1	2	3	4
43. To reach and provide more skilled training for women in previously male jobs.	1	2	3	4

1-Most Important
2-Somewhat Important
3-Of Little Importance
4-Not Important

44. To provide comprehensive pre-vocational experiences, e.g. exploration, guidance services.	1	2	3	4
45. To increase the quality of the instructors in their fields.	1	2	3	4
46. To facilitate abilities of handicapped through mainstreaming.	1	2	3	4
47. To provide for greater involvement of women in technical fields.	1	2	3	4
48. To increase the opportunities for voc-ed post-secondary and adult programs.	1	2	3	4
49. To place additional emphasis on research, exemplary programming and curriculum development.	1	2	3	4
50. To improve the "Planning" process for state vocational programs.	1	2	3	4
51. To establish more "premiums and penalties" in classroom instruction.	1	2	3	4
52. To convey good work attitudes and habits.	1	2	3	4
53. To establish closer relationship with the reality versus the theory of the marketplace.	1	2	3	4
54. To mesh voc-ed into established education programs.	1	2	3	4
55. Make voc-ed programs more available to handicapped and disadvantaged and to improve said programs.	1	2	3	4
56. To advocate hands-on voc-ed training for all students.	1	2	3	4
57. To up-grade the voc-ed teaching facilities.	1	2	3	4
58. To develop better cost effectiveness, starting with development of year-round occupational education programs in the existing facilities.	1	2	3	4
59. To infuse into the total educational system the concept of career education so that it is on an equal par with academic education.	1	2	3	4
60. To improve follow-up placement techniques.	1	2	3	4
61. To improve statistical reporting systems.	1	2	3	4

1- Most Important
2- Somewhat Important
3- Of Little Importance
4- Not Important

62. To provide more in-depth evaluations of program planning by secondary and post-secondary schools.	1	2	3	4
63. To promote student conferences, workshops and seminars to expand student knowledge of voc-ed careers, career days.	1	2	3	4
64. To coordinate manpower/voc-ed programs.	1	2	3	4
65. To develop formal linkages across educational institutions, training institutions, industry and business, and other agencies providing vocational/career development.	1	2	3	4
66. To develop voc-tech programs for detention homes and prisons.				
67. To mandate cooperation in program planning and development, with required local advisory committees.	1	2	3	4
68. To design appropriate means to effect coordination among department of labor, higher education, and secondary voc-tech.	1	2	3	4
69. To improve articulation/coordination of students going on from secondary to post-secondary education.	1	2	3	4
70. To provide better articulation of voc-ed goals to guidance personnel.	1	2	3	4
71. To assure counselor familiarity with voc-ed and with business and industry through "hands-on" programs, etc.	1	2	3	4
72. To reduce sex bias and stereotyping in voc-ed enrollments.	1	2	3	4
73. To provide counselling in voc-ed; begin in early grades.	1	2	3	4
74. To secure funding for more guidance counselors.	1	2	3	4
75. To provide for placement in all voc-ed schools.	1	2	3	4
75. To recognize value and promote youth organizations.	1	2	3	4

1- Most Important
2- Somewhat Important
3- Of Little Importance
4- Not Important

77.	To reduce the "drop-out" rate of our youth leaving high school.	1	2	3	4
78.	To get the students involved in planning of voc-ed programs and other related programs that will affect their future life in the world of work.	1	2	3	4
79.	To suggest reciprocal agreements between different states for sharing or exchanging students and teachers.	1	2	3	4
80.	To provide more students with saleable skills.	1	2	3	4
81.	To certify all voc-ed graduates.	1	2	3	4
82.	To provide more funds for long range research regarding future employment possibilities.	1	2	3	4
83.	To develop guidelines to improve craft and local advisory committees.	1	2	3	4
84.	To provide for the utilization of community resources.	1	2	3	4
85.	To improve the quality of voc-ed teacher preparation.	1	2	3	4
86.	To attract minority vocational instructors in the local school systems.	1	2	3	4
87.	To increase communication between employer needs and voc-tech educators through increased use of active local advisory committees.	1	2	3	4
88.	To provide in-service education for voc-ed teachers.	1	2	3	4
89.	To require additional training for advisory council personnel.	1	2	3	4
90.	To promote hiring ethnic minorities.	1	2	3	4
91.	To provide in-service training to all voc-ed professional personnel.	1	2	3	4
92.	To initiate an "international exchange" with selected foreign schools for top quality instructors.	1	2	3	4

1- Most Important
2- Somewhat Important
3- Of Little Importance
4- Not Important

93.	To increase the supply of qualified trade teachers.	1	2	3	4
94.	To increase public awareness of the importance of vocational education.	1	2	3	4
95.	To improve the image of vocational education.	1	2	3	4
96.	To provide access to voc-ed for all.	1	2	3	4
97.	To provide more funds for vocational education construction, equipment and personnel.	1	2	3	4
98.	To require that instructors be licensed in their occupational areas.	1	2	3	4
99.	To develop a public relations program that portrays a positive image of vocational education.	1	2	3	4

Evaluation of the Seminar

Three types of evaluation were completed with respect to the Seminar. (1) A pre-conference and post-conference inventory was completed by each participant. The semantic differentail technique was employed and each participant had the opportunity to share perceptions about a variety of views with respect to council organization and operation. General evaluation was included in the inventory and participants were asked to share subjective comments about the seminar. A summary of the results of the inventory is included in these proceedings. (2) Members of the Planning Committee were asked to give general observations with respect to strengths and weaknesses of the seminar. Among their comments were these:

a. Participation was at an all time high and contributed to the interest and excitement about what was taking place. Learning appeared to be at a very high level. Role playing made participation meaningful.

b. An unusual amount of planning and preparation of materials appeared to have taken place prior to the seminar. This pre-seminar planning appeared to be an important factor in the overall success of this effort.

c. The pre-seminar contacts with selected councils through visits and written correspondence was of importance in selecting and dealing with real problems and concerns.

d. The back-up assistance of simulated chairpersons, leaders and graduate students was a plus for the seminar. It could not have been done without this assistance.

e. Timing and location of the seminar appeared to be good for those who participated although the great demands of time on some councils in the West may have accounted for low attendance from some areas.

f. The process could have been improved through more time to read and study input materials prior to simulation experiences.

g. More special instructions, increase in preparation of leaders and exact correctness of all simulation materials would have been helpful.

h. Some preparation of people playing roles might have been of value in the process.

i. Observers in each group might be useful during the debriefing sessions.

(3) Simulation leaders, chairpersons and graduate students were asked to unite brief summaries of the most promising aspects of the Seminar. Among the aspects mentioned most often were these:

a. The simulation process used in the seminar was most effective and enjoyable. It has much potential for seminars which we may have in the future.

b. The opportunity for participants to deal with real and meaningful problems without undue pressure and restraints from the real world gave credibility and excitement to the process.

c. The participation of a substantial number of faculty and graduate students from VPI&SU greatly facilitated this type of inservice education.

e. The pre-planning and organizational activity in detailing every aspect of the seminar enhanced the success of a very complex endeavor.

f. The competence and variety of speakers, panelists and consultants contributed numerous ideas and stimulation for those attending.

g. The expertise, motivation and experience of the simulated chairpersons was a significant factor in the smooth operation of the council sessions.

h. The committment, knowledge and insight of the members of the Planning Committee was of paramount importance in this type of endeavor.

i. The location of the seminar in or near the Nation's Capital and the time of year were important factors in excellent attendance.

j. The physical facilities including outstanding conference - type space and flexible space utilization was another contributing factor in the success of the seminar.

RECOMMENDATIONS FOR THE FUTURE

Throughout the planning, development and evaluation of the seminar, many people commented upon the process and made suggestions for future activities. Some of the recommendations are recorded here for consideration by others contemplating the use of simulation with respect to leadership development.

1. This type seminar should be repeated about once each three years for new advisory council members and staffs. Perhaps a regional approach with four or more seminars would enhance the level of participation.
2. Preliminary work with respect to assignments, responsibilities and materials should be increased. Having the total package of materials prior to each simulated council meeting would be helpful.
3. Length of the seminar might be shortened by omitting the day for tour or visitation. Two to three days are maximum time available for many participants.
4. Color-coding of materials was very helpful and should be continued. Having all materials for each council session given out simultaneously would be helpful.
5. Reduction of council sessions from four to two appears to be advisable, allowing more time for discussion, interaction and preparation of the results of each session.
6. Provision of "standins" for each group might be considered in order that early loss of some participants would not interrupt seriously the on-going process in each group. Three observers for each group who could become participants might be beneficial.
7. Reduction of simulated agendas in order to provide increased time for discussion, reaction, interaction and decision-making.
8. Devote more time to one problem or concern in order to carry it to completion during the council session.

9. Reserve increased time for debriefing following each council session.

10. Devise a mechanism to appoint and utilize ad hoc and/or special study committees from the simulated council.

11. Provide for an Executive Committee meeting of the council prior to each total council session.

12. Provide specific objectives and emphasize the importance of the problem solving process as opposed to the solutions reached with respect to each problem.

13. Periodic return of groups from role playing to reality is suggested in order to "cement in" findings and to allow for relevant discussion.

LEADERSHIP DEVELOPMENT SEMINAR

FOR

STATE AND NATIONAL ADVISORY COUNCILS ON VOCATIONAL EDUCATION

Post-Conference

INVENTORY INSTRUMENT

Division of Vocational and Technical Education
College of Education
VPI&SU
Blacksburg, Virginia 24061

INSTRUCTIONS

The purpose of this study is to measure the meaning of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find different concepts to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair _X_ :___: ___: ___: ___: ___ unfair, OR
fair ___: ___: ___: ___: ___: X unfair

If you feel the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong ___: X :___: ___: ___: ___ weak, OR
strong ___: ___: ___: ___: X :___ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral) then you should check as follows:

active ___: ___: X :___: ___: ___ passive, OR
active ___: ___: ___: X :___: ___ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

IMPORTANT:

(1) Place your check marks in the middle of spaces, not on the boundary:

___: ___: X :___X___:___
this not this

(2) Be sure you check every scale for every concept -- do not omit any.

(3) Never put more than one check-mark on a single scale.

Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items that we want. On the other hand, please do not be careless, because we want your true impressions.

PUBLIC'S KNOWLEDGE OF THE ROLE OF THE STATE ADVISORY COUNCIL

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	unimportant	___:___:___:___:___:___	important
4.	accurate	___:___:___:___:___:___	inaccurate
5.	incomplete	___:___:___:___:___:___	complete
6.	progressive	___:___:___:___:___:___	regressive
7.	clear	___:___:___:___:___:___	unclear
8.	harmful	___:___:___:___:___:___	helpful

EDUCATOR'S KNOWLEDGE OF THE ROLE OF THE STATE ADVISORY COUNCIL

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	unimportant	___:___:___:___:___:___	important
4.	accurate	___:___:___:___:___:___	inaccurate
5.	incomplete	___:___:___:___:___:___	complete
6.	progressive	___:___:___:___:___:___	regressive
7.	clear	___:___:___:___:___:___	unclear
8.	harmful	___:___:___:___:___:___	helpful

INTERNAL ORGANIZATION OF THE STATE ADVISORY COUNCIL

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	unimportant	___:___:___:___:___:___	important
4.	accurate	___:___:___:___:___:___	inaccurate
5.	incomplete	___:___:___:___:___:___	complete
6.	progressive	___:___:___:___:___:___	regressive
7.	clear	___:___:___:___:___:___	unclear
8.	harmful	___:___:___:___:___:___	helpful

THE USE MADE OF THE RECOMMENDATIONS OF THE
STATE ADVISORY COUNCIL

1.	good	___:___:___:___:___:___	bad
2.	worthless	___:___:___:___:___:___	valuable
3.	fair	___:___:___:___:___:___	unfair
4.	fast	___:___:___:___:___:___	slow
5.	unsuccessful	___:___:___:___:___:___	successful
6.	progressive	___:___:___:___:___:___	regressive
7.	wise	___:___:___:___:___:___	foolish
8.	unimportant	___:___:___:___:___:___	important

UNDERSTANDING OF THE STATE ADVISORY COUNCIL
BY OTHER STATE AGENCIES

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	fair	___:___:___:___:___:___	unfair
4.	fast	___:___:___:___:___:___	slow
5.	successful	___:___:___:___:___:___	unsuccessful
6.	progressive	___:___:___:___:___:___	regressive
7.	wise	___:___:___:___:___:___	foolish
8.	positive	___:___:___:___:___:___	negative

STATE ADVISORY COUNCIL'S INPUT
INTO THE STATE PLAN FOR VOC. ED.

1.	bad	___:___:___:___:___:___	good
2.	valuable	___:___:___:___:___:___	worthless
3.	fair	___:___:___:___:___:___	unfair
4.	slow	___:___:___:___:___:___	fast
5.	successful	___:___:___:___:___:___	unsuccessful
6.	progressive	___:___:___:___:___:___	regressive
7.	wise	___:___:___:___:___:___	foolish
8.	insignificant	___:___:___:___:___:___	significant

STATE ADVISORY COUNCIL'S USE OF SELF-EVALUATION

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	fair	___:___:___:___:___:___	unfair
4.	slow	___:___:___:___:___:___	fast
5.	successful	___:___:___:___:___:___	unsuccessful
6.	regressive	___:___:___:___:___:___	progressive
7.	wise	___:___:___:___:___:___	foolish
8.	negative	___:___:___:___:___:___	positive

EFFECTIVENESS OF PUBLIC HEARINGS

1.	good	___:___:___:___:___:___	bad
2.	worthless	___:___:___:___:___:___	valuable
3.	fair	___:___:___:___:___:___	unfair
4.	fast	___:___:___:___:___:___	slow
5.	unsuccessful	___:___:___:___:___:___	successful
6.	progressive	___:___:___:___:___:___	regressive
7.	foolish	___:___:___:___:___:___	wise
8.	positive	___:___:___:___:___:___	negative

DEVELOPMENT OF ANNUAL REPORT OF THE STATE ADVISORY COUNCIL

1.	good	___:___:___:___:___:___	bad
2.	valuable	___:___:___:___:___:___	worthless
3.	difficult	___:___:___:___:___:___	easy
4.	fast	___:___:___:___:___:___	slow
5.	successful	___:___:___:___:___:___	unsuccessful
6.	regressive	___:___:___:___:___:___	progressive
7.	wise	___:___:___:___:___:___	foolish
8.	harmful	___:___:___:___:___:___	helpful

GENERAL EVALUATION

LEADERSHIP DEVELOPMENT SEMINAR FOR STATE AND NATIONAL ADVISORY COUNCILS ON VOCATIONAL EDUCATION

VIRGINIA POLYTECHNIC INSITTUTE AND STATE UNIVERSITY
BLACKSBURG, VIRGINIA

Please complete this sheet and hand it to your simulation leader before leaving.

1. What did you consider to be the best feature of the Seminar?_____

_____

_____

_____

2. What did you consider to be the weakest feature of the Seminar?_____

_____

_____

_____

3. Check your general evaluation of the Seminar content:

   Valuable_____ Interesting_____ Fair_____ Of Little Value_____

   Other_____ (State own evaluation)

4. What suggestions do you have for improvement of such a program in the future?

_____

_____

_____

5. What topics would you like to have presented at a future program related to advisory council work?

_____

_____

_____

DIRECTIONS: Read each statement carefully and decide how you feel about it. You may agree with some statements and disagree with others. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one number following each statement. Please answer all statements.

In regard to this Seminar I feel that:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The objectives were realistic.	5	4	3	2	1
2. I learned more than I could have on my own through reading, etc.	5	4	3	2	1
3. The material was presented at the proper level of difficulty.	5	4	3	2	1
4. The resource people were well prepared.	5	4	3	2	1
5. I was stimulated to think objectively about the topics presented.	5	4	3	2	1
6. The Seminar followed a logical pattern.	5	4	3	2	1
7. The conference rooms were clean and attractive.	5	4	3	2	1
8. The food service was good.	5	4	3	2	1
9. The lodging facilities were good.	5	4	3	2	1
10. The staff was courteous and helpful.	5	4	3	2	1

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LEADERSHIP DEVELOPMENT SEMINAR FOR STATE AND NATIONAL ADVISORY COUNCILS ON VOCATIONAL EDUCATION

April 11-14, 1976

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